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The Speech Teacher

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Volume VII

Number 1

The Use of Closed-Circuit Television in Teaching the Basic Speech Course

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Harold Nelson

Creative Speech Experiences in the Elementary Schools

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Mardel Ogilvie

Sportscasting—A Bridge Between Speech and Athletics

William E. Buys

Speech in an Executive Development Program

George L. Hinds

Speech in the Universities of West Germany

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January 1958

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The SPEECH TEACHER

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THE USE OF CLOSED-CIRCUIT TELEVISION IN TEACHING THE BASIC SPEECH COURSE

Harold Nelson

CONSIDERABLE concern is being exhibited in the field of education as to how the increased number of students, who are now starting to crowd the classrooms, will be taught. One of the teaching methods which is attracting considerable attention, partially because of its newness and also because of its effectiveness, is closed-circuit television. Several studies attest to the effectiveness of television as a teaching medium, among them one done by Fordham University for the U. S. Navy which states that "for both officers and enlisted airmen, television instruction was found to be more effective than teaching by local instructors in half of the comparisons made, and it was equally effective to teaching by local instructors in an additional one-fourth of the compari-

The use of closed circuit television in classroom instruction in speech is part of a wide program to evaluate the use of television in teaching various subjects in secondary school and college. For many years Dr. Nelson has been an active figure in the fields of radio and television at Pennsylvania State University. He has been closely associated with research projects in radio, film, and television done at this institution. For three years he was a member of the Committee on Problems on Motion Pictures and Visual Aids of the Speech Association of America. The experience reported in this article is the first of a series in teaching speech by television. A second venture, involving seven sections of the basic course is now in progress.

An Associate Professor of Speech, Harold Nelson received his Ph.D. from the State University of Iowa in 1947.

sons."¹ Other research at The Pennsylvania State University indicates that students learned as much from television instruction as from normal face to face teaching in several subject areas.²

Some of the fields of study, such as chemistry and physics where much of the teaching lends itself to demonstration, would seem to be particularly well adapted to closed-circuit teaching. Other academic areas, less visual in their presentation, might be open to some question as to how they could be taught by television. One of these is speech in which the basic sensory stimulus is aural.

In an attempt to determine how effectively a basic speech course could be taught using closed-circuit television, such a project was attempted at The Pennsylvania State University during the 1955-56 academic year. (This study was part of the Instructional Research Program in which 12 courses, representing different subject areas, for a total of 38 classroom hours per week, involving 3300 students were taught by closed-

¹ "The Effectiveness of Television Instruction in Training Naval Air Reservists." Television Evaluation Project, Department of Psychology, Fordham University Graduate School, Technical Report—SDC476-02-S2, p. 43.

² "An Investigation of Closed-Circuit Television for Teaching University Courses." Project Number One: Conducted by the Instructional Film Research Program, The Pennsylvania State University. Project sponsored by the Fund for the Advancement of Education.

circuit television during the spring semester of 1956). In a preliminary experiment during the fall semester, four speech classes of twenty students each were used to help determine procedures and objectives for the second semester's experiment.

During the spring semester, 1956, six classes of twenty students each were taught in part by closed-circuit television. Three of the classes were under the supervision of graduate students and three were taught by full time staff members. The objectives established for the experimental teaching were the following:

1. To allow the graduate students to observe and benefit from the teaching procedures of the senior staff.
2. To achieve greater uniformity in teaching, especially in those classes taught by graduate students.
3. To allow students to compare their speaking performances with students in other classes.
4. To permit students to conduct their own class and grade themselves with minimum instructor supervision, in anticipation of the day when there might be a lack of trained teachers to conduct the teaching.

PROCEDURE

At the beginning of the semester the students were randomly assigned to their classes in speech. Approximately 20 students were assigned to each of the six classes used in the experiment. When new material was taken up, such as informative speaking or organization of a speech, one of the full time staff members lectured to all of the classes by closed-circuit television. The graduate assistants used the television system for demonstration speeches by their students. These performances were followed by instructor and class criticisms.

In five of the classes, aside from the use of television mentioned above, normal instructional procedures were used. The students' speeches were given before the class and graded by the instructor. In the sixth class, however, a radically different method of teaching was used. An attempt was made in this class to minimize the amount of time during which the instructor directly supervised the students. At the beginning of the semester the class was organized with a student chairman being responsible for the conduct of the day's work. Syllabi were passed out detailing the assignments to be made and the textual material to be read. Tests were given covering speech theory at the usual periods. At the beginning of the semester, standards of effective speaking were discussed and established, with the instructor leading the discussion. This class was regularly assigned to the television studio classroom where students' speeches were made in front of their class, with television cameras and microphones picking up their speeches. The instructor viewed and listened to the speeches from another room by watching a monitor screen. The purpose of this plan was twofold: (a) To see if it was feasible for an instructor at a remote viewing point to evaluate effectively the speeches of the students. If this could be done, it would allow one instructor, with closed-circuit television lines to several classrooms, to appraise randomly the speech performance of students that would ordinarily require an instructor assigned to each of the classrooms. (b) To better allow the students to adapt their speeches to a student audience by physically removing the instructor from the immediate audience. At the conclusion of each day's speech performances the instructor would return to the classroom from the

viewing room and comment on the student's speeches. Only when this class was responsible for a pre-determined part of the work in all of the television classes was their class procedure televised to all the other rooms.

On days when other classes were to be seen over the closed-circuit system, the class regularly assigned to the studio-classroom met in a viewing room. In all cases the lectures and demonstrations were performed before a live audience as well as before the cameras.

RESULTS

Objective measures in a study of this type are difficult to achieve, because many variables are operative that are not easily controlled experimentally. However, comparisons were made between the grades of those students enrolled in the television classes and the grades earned by students taught in the conventional manner by the same instructors.

Part of the effectiveness of television teaching is dependent upon how well the students and the teachers accept this new teaching method. In an attempt to evaluate this acceptability of the use of television in a beginning speech course, questionnaires were given at the end of the semester to the students and the instructors to obtain their subjective reactions.

FIVE CLASSES THAT MET IN RECEIVING ROOMS

Of the 95 students filling out the questionnaires, 59 or 62%, *approved* of the use of television, 16 or 17%, *were neutral* and 20 or 21%, *disapproved*. The principal reasons for approving the use of closed-circuit television included the following:

1. Television added variety to the course.

2. Television benefited those students performing before the cameras because it gave them a new speaking situation.

3. Students liked comparing their class performances with other classes.

4. Students thought demonstration speeches viewed on television were good models for class discussion. They felt they could be more objective and critical if the performers were not their own classmates.

5. Students liked hearing and seeing other instructors, feeling that it gave them a better rounded knowledge of the course.

Reasons for disapproving use of closed-circuit television in the teaching of speech were:

1. Students thought this method was too impersonal. It lacked the give and take of normal face-to-face procedure with instructor in class.

2. Students thought classes taught by television were boring. They lacked the spontaneity of conventionally taught classes.

3. Students disapproved of lack of opportunity of all students to appear before the cameras.

4. Students thought there was lack of coordination between television lectures and classwork.

5. Students felt speech classes are not adaptable to television.

INSTRUCTOR REACTION

Most of the instructors who were involved in the television teaching were in favor of the use that was made of the closed-circuit system in the speech courses. This approval is evidenced by the fact that several of the instructors have voluntarily participated in each semester's television teaching. Some of the instructors felt that too much time was given to demonstration speeches and not enough time to lectures. Also,

some of the instructors thought there should be more cooperative planning of the lecture material presented.

Instructors' evaluations of class reaction to the course being taught by television showed that whereas some of the students were either negative or apathetic at the start of the semester, many favored the use that was made of television by the end of the semester. Some indicated they thought this favorable reaction was in part due to the fact that constant use was not made of television, but only at times when the most important aspects of the course were to be taken up; thus, the use of television tended to underscore the significant points.

CLASS WITH MINIMUM INSTRUCTOR SUPERVISION

Of the 20 members of the class, only 13 returned their questionnaires. Six indicated they would register for a similar course, four were neutral and three would not register. Ten students would recommend the course to friends of theirs and three would be neutral about recommending it. Eight felt that speaking before the cameras and under studio lighting had helped them to adjust to any other speaking situation and five were neutral about this.

In regard to being graded by classmates, nine approved, three were neutral and one student disapproved. Seven students felt that the instructor not being present at all of the class sessions neither added nor detracted from the course.

An open-ended question calling for student reaction to the semester's experience drew the following responses:

APPROVED

1. "Liked it because it was challenging."

2. "Has given me more confidence when I speak anywhere."

3. "Very practical."

4. "Helped to adjust to distraction in room."

5. "This type of teaching fits the Modern Age."

6. "Liked being treated as adults and allowed to carry on class without supervision."

7. "Liked being graded by classmates because it made one become more "audience-centered" and it was fairer than being graded by one person."

DISAPPROVED

1. "Fundamentals not stressed enough in class."

2. "Students tended to gravitate towards middle in grading, giving few high or low grades."

COMPARISON OF GRADES

Five of the six instructors involved in the study taught beginning speech courses in the conventional manner as well as by closed-circuit television. One-hundred-and-seventeen speech students were taught by television and 181 by the conventional manner. A comparison of the distribution of grades between these two groups revealed the following: In the television courses 4 students or 3.4% earned A's, 34 students or 29% earned B's, 71 students or 60.7% earned C's, 7 students or 6% earned D's and 1 student or .9% earned F. In the non-television courses 5 students or 2.8% earned A's, 50 students or 27.6% earned B's, 113 students or 62.4% earned C's, 10 students or 5.5% earned D's and 3 students or 1.7% earned F's. Thus, one can see there was little difference between the grades earned by the two groups of students.

SUMMARY AND CONCLUSION

In general students and instructors alike seemed to approve of the use of closed-circuit television in the teaching of a basic speech course. The students who met in the studio-classroom and performed regularly in front of the cameras found the experience "challenging" and gratifying in that they were treated as adults and not supervised all the time. They also liked grading themselves, feeling it was fairer than being graded by one person. Also this practice, together with the instructor being out of the classroom, allowed their speeches to be more "audience-centered."

Students in the viewing rooms liked to compare their performances with the demonstration speeches from the other classes. They also appreciated the varied instruction from several instructors, feeling they received a better rounded presentation. They believed that the

use of television added variety to the usual routine.

The main subjective criticisms were the lack of personal contact, and the fact that all the students didn't get a chance to be "on camera."

There was little difference in the grades earned by those students taught by closed-circuit television and those in classes conventionally taught.

Although the use of closed-circuit television in the teaching of the basic speech course was undertaken with some skepticism, the overall results of this teaching procedure were judged to be generally rather effective. Whether it would ever be as desirable as the "live" competent speech teacher in the classroom is doubtful. However, as a second best method in the event of heavy enrollment, closed-circuit television would seem to offer some real help.

CREATIVE SPEECH EXPERIENCES IN THE ELEMENTARY SCHOOLS

Mardel Ogilvie

MANY of the speech activities in the elementary classroom are creative experiences. These creative speech experiences, which make life in the classroom fuller and richer, include the oral interpretation of children's literature, creative dramatics, and puppetry.

ORAL INTERPRETATION OF LITERATURE

Children frequently like to share stories that they have read with their classmates. One eight-year-old boy after the big snow storm of the year read Virginia Burton's *Katy and the Big Snow*.¹ This boy had always liked the idea that Katy, the old snow plow, was put into service to dig the town out when the snow came. On the day of the big snow, he remembered the story and wanted to share it with his classmates. An eight-year-old girl in a rural area was particularly happy about her visit to the biggest city in the world. One day her teacher gave her *The Day after Yesterday*² to read. Because the story delighted this little girl, she asked to read it to her classmates. These third graders liked to hear about the experiences and feelings of the little country girl in the biggest city in the world. Another eight-

year-old asked to read aloud Lillian Robertson's *Runaway Rocking Horse*.³ She explained that since she sometimes felt like that horse, she was sure that her classmates did, too. The feeling of being wanted was important to her and it proved to be just as important to her classmates.

Some children enjoy stories of sheer beauty. For example, Alvin Tresselt's *Rain Drop Splash*⁴ tells in a lovely way what happens to the rain as it falls. Other children like stories with humor. Many groups of children enjoy *Curious George*,⁵ for the mischief of a monkey getting used to city life tickles their sense of humor. Others like stories with action such as *Snipp, Snapp and Snurr and the Red Shoes*,⁶ the tale of earning money to buy red shoes for Mother.

Usually when a child wants to share a story, he is aware of the feeling of the story and knows its meaning. If he does not understand the story's intellectual and emotional content, the teacher helps him to understand them through discussion and questioning. In order that the child understand the intellectual content, the teacher makes sure that the child is aware of the main idea of the story or poem. She does not, however, ask him what the main idea is but helps

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She has been a frequent contributor to this journal and is a leader in the field of Speech education for elementary schools.

¹ Burton, V. L., *Katy and the Big Snow* (Boston: Houghton Mifflin, 1943).

² Rowand, P., *The Day after Yesterday* (Boston: Little, Brown, 1953).

³ Robertson, L., *Runaway Rocking Horse* (New York: Harcourt, Brace, 1948).

⁴ Tresselt, A., *Rain Drop Splash* (New York: Lothrop, 1946).

⁵ Rey, H. A., *Curious George* (Boston: Houghton Mifflin, 1941).

⁶ Lindman, M., *Snipp, Snapp and Snurr and the Red Shoes* (Chicago: Whitman, 1941).

him to arrive at it by questioning him. For example, she would not say, "Tell me the main idea of *Tough Enough's Trip*." Rather she would ask, "What happened to Tough Enough? Did Beanie's family welcome Tough Enough? Tell me in a few words." The child might answer, "When Beanie's family traveled, Tough Enough, his puppy, stowed away. Beanie's family and his grandparents liked Tough Enough and the other animals Beanie collected on the way." Understanding the main idea will make the reading more meaningful. Furthermore, the teacher makes sure that the child understands unusual words, analogies, allusions, and the necessary background of the story. Frequently she herself gives the child this information casually so that the child's reading will carry more significance.

The teacher helps the child to understand not only the meaning but also the feeling of the material that he is to read. In this understanding also, she assists him in an unobtrusive manner. For instance, she may ask, "If you were going to draw a picture to illustrate *Tough Enough's Trip*, what would it be like?" Some children may actually draw the pictures. They usually express the emotional tone of the story. Or the teacher may ask, "How would you feel if you were Beanie and your puppy were left behind?"

Children must be ready to read aloud. They must be able to speak in full sentences. They must be able to read silently so that they are able to understand the meaning of what they are reading.

Children are prepared to read aloud and listen to poetry as well as to stories. All children love the sounds of words and the sensations of touch, taste, sound,

and smell. One six-year-old boy became infatuated with the word "delicious." Ice cream was "delicious." As he said the word, his listeners could almost taste the quality of the ice cream. The ride on the ferris wheel was "delicious." The audience knew that the ride was an exciting one. Stroking the fur of a cat, he repeated the word "delicious." This one word expressed for him many sensations. He liked the word about as well as he did the sensations.

To select poetry that meets the needs of children in terms of interest, emotion, and development is important. Certain poems are of interest because of the kind of day it is, because of a particular holiday, or because of children's experiences. On a foggy day Carl Sandburg's poem that tells of fog coming on little cat feet and looking over harbor and city seems just right in many a classroom. Dorothy Aldis' "Galoshes" describes how galoshes make splishes and sploshes and gives the feeling that to step along in the slush with galoshes on is a stirring experience. All children relish April Fools' Day. "All Fools' Day" (author unknown) expresses this pleasure:

The first of April some do say
Is set apart as All Fools' Day
But why the people call it so
Nor I nor they, themselves do know.
But on this day are people sent
On purpose for pure merriment.

Children may have had experiences which the poetry interprets for them. Sara Teasdale's "The Falling Star" gives the sensation of the wonder of the falling star with its beauty and its ephemeral quality. Or their experience may have held for them a different kind of magic, the magic of the circus. In such a case Susan Mary Williams' "Clowns," which tells about the clowns with their floppy ears and painted faces pretending to frown recalls for the children

⁷ Carroll, R. and L., *Tough Enough's Trip* (New York: Oxford, 1956).

some of the magic of the circus. The experience may be more commonplace. For instance, Helen Kitchell Evans has written a poem about the paper boy who races up and down the street, always smiling. She gives the feeling that being a paper boy is a jolly occupation.

Sometimes poetry interprets for children their own emotions. Dorothy Aldis' poem "Bad" tells of the child who has been bad and is in bed but who wishes that she had been good. But no matter, she is in bed. Leroy Jackson in his poem "Hippity Hop to Bed" expresses the sentiment of many a child who would rather sit up than go to bed. But when father says "must," the child knows that he must go to bed. On some school days all kinds of things happen that are humorous. On such a day the children might well read Ilo Orleans' "Food Fun" where the insects, birds, and animals treat themselves to foods which rhyme with their names; for example, pears for bears, carrots for parrots, and prunes for raccoons.

CHORAL SPEAKING

Children enjoy saying poetry together. In fact as the teacher reads them one of their favorite poems, they quite often join in with her spontaneously. They are usually ready, therefore, to participate in choral speaking. Choral speaking is the speaking together of a poem or piece of prose by a group that imparts the meaning and spirit of the poem with clarity and spontaneity. The interpretation is the result of group interpretation.

To use the children's own expression is one effective way to begin with choral speaking. For example, bells may be the theme. The children talk about the different kinds of bells—dinner bells, church bells, Liberty bells, and telephone bells. They decide what these bells say. The sound of the church bell

may be "donnnnnng-donnnnnng;" the fire bells, "cling, clang;" the dinner bells, "ting a ling, ting a ling;" the bell tied to the cat, "tinkle, tinkle." Obviously the heavy voices are the church and fire bells whereas the light ones are the bell on the cat and the dinner bell. At this point the members of the group may be divided into heavy and light voices who will then say the bell sounds. Household noises—the ring of the alarm, the plup, plup of the coffee pot, the pop, pop of the toaster serve the same purpose. Sometimes the children add lines like:

Jingle, jingle, jingle
Sleigh bells through the snow.

Children arrive at the group interpretation of the poem through discussion. They talk about the meaning and the mood of the poem. They try saying the lines in different ways. Finally they decide on the interpretation that they want to use. The leader indicates the rhythm through free, flowing motion. The children try to sound like one voice and to make sure that they can be understood. They use the various types of choral speaking to add to the meaning and mood of the poems which they select.

CREATIVE DRAMA

Creative dramatics is a second kind of creative speech activity. All children make believe. Recently in one neighborhood children delighted in "playing dead." They had a funeral with a minister conducting the service and finally a burial in which they scattered grass over the buried one, a little boy who lay quite still. Almost before their parents had begun to be concerned about this play, they changed to playing "fighting fires." The fire engines (bicycles, wagons, and scooters) hurried to the fire with much ringing of bells. At the fire they realistically pumped water, saved a

mother and her child from a burning building, completed conquered the fire, and came rushing back to the firehouse. The skillful teacher puts this interest in play to work and directs it to a purposeful end into a learning experience.

For the child creative dramatics has many values. He learns through a meaningful experiences. He learns to accept responsibility. He develops his creative ability whether it be in portraying a character, designing scenery, or concocting a costume.

The sources for dramatic play are many. One of those most frequently used is the experiences of children. Recently a group of children were playing speech clinic. One child was giving a hearing test. His actions were accurate. Quite obviously he was imitating the manner, voice, and speech of the audiologist. Other experiences such as going on a trip to the post office offer material for dramatization.

Poetry is another medium. Florence Page Jaques' "A Goblinade" plays well. The green goblin went out walking trying to scare a little girl who wasn't afraid of him at all but who thought him funny. The goblin decided to be an elfin, for an elf need only dance all day. Another poem suitable for creative dramatics is "Mr. Frog's Courtin'" where the frog courts Miss Mousie, marries her with all kinds of interesting guests in attendance, and finally has a narrow escape from the Tom Cat. The poem includes a frog, Lady Mouse, Uncle Rate, Bumblebee, two black ants, an old Gray Goose, a Garter Snake, and, of course, a Tom Cat.

Many kinds of stories play well: stories of today, fairy tales, and folklore. One of the stores in Botkin's *Treasury of American Folklore*⁸ that challenges chil-

dren's ability to portray character is the story of three brothers, Tom, Will and Jack, whom the father has called together to tell them that the time has come for them to get married. He offers to help them. Tom and Will ask for money. Jack asks only for the little pet fox. Whereupon they all go out to search for their wives. Tom and Will have already picked out their wives. Jack, on the other hand, wanders off, comes to an old house, and decides to stay all night. To the door comes a wee small kitten who invites him in and tells him that she is really a beautiful maiden who has been bewitched into a kitten. For the three nights she asks him to chase all the animals away, even to the tiniest varmint. At the end of this period, the kitten turns into a beautiful maiden who promises to be Jack's wife. When Tom and Will see Jack's choice, they are amazed and chagrined.

As the children play this story, they determine who will portray the characters: the three brothers, the kitten, the three wives, and the father. Frequently they plan for three scenes: (1) where the father divides the money and gives Jack the fox and where they all start out in search of their wives, (2) where Jack reaches the lonely farmhouse and where he spends the three nights chasing the animals, and (3) where they all return home with Jack showing off his beautiful bride. The children talk about all of the characters: what they sound like, look like, and how they dress. They agree on the most exciting part of the story. They make sure that the story is clear in their minds so that they can move it forward.

After the children have played their story, they evaluate it in terms of the story's being clear, the characterizations, their abilities to stay with their characters, to move their story forward, to

⁸ Botkin, B. A., *The Pocket Treasury of American Folklore* (New York: Pocket Books, 1950).

build the high point, and its effect on their audience.

PUPPETRY

Another activity very like creative dramatics is puppetry. Puppetry has many of the same values as creative dramatics. Sometimes, however, children are freer to express themselves through puppets than they are when they must portray characters themselves. The same sources serve for puppetry as for creative dramatics. A story for puppetry, however, should follow these suggestions: (1) the story should not contain too many characters, for too many characters may not be on the small stage at once. (2) The story should have plenty

of action, for you cannot depend on the facial expressions of the actors, and (3) The characters should be such as to encourage creativity in the making of the puppets. Animal stories are good for this last reason. A giraffe when made from a sock, does challenge the ingenuity of the maker. Puppets may be stick puppets or hand puppets made from a variety of materials.

The creative spirit engendered by the oral interpretation of literature, creative dramatics, and puppetry enriches children's lives. Those moments when a bit of oral interpretation is particularly perceptive, when a group interpretation is especially fitting, and when a portrayal of a character is stirring, are memorable for children.

SPORTSCASTING—A BRIDGE BETWEEN SPEECH AND ATHLETICS

William E. Buys

IT is a rare high school in this athletic conscious nation of ours that does not have a group of boys who can be classified as *non-playing sports addicts*.

You have seen these boys in your own school many time. They are too small or too large; they are weak of eye or muscle; they are uncoordinated or have a residual paralysis; often they are boys of superior intelligence forced to pursue the academic; often they are the below average students who are failing and ineligible; invariably they are the boys who seem to come equipped with a built-in fear of engaging in physical conflict.

Each of these boys is different from the other. Yet, each has one thing in common with the others of this class. Each has failed to "make the team," figuratively as well as literally.

Some of these boys will be fortunate. Some will be permitted to carry towels, water buckets, bats and balls. Some will be honored with the title, "team manager." These fortunate few will thus be provided a manly means of identifica-

tion with the "men" of the team. They will enjoy success as *their* team wins, and they will suffer defeat as *their* team loses. Win or lose, however, these boys will "belong."

But what of the fellows who cannot secure vicarious experiences from such immediate sources. What becomes of them? All too often they are the boys whose behavior eventually leads to the principal for discipline, or to the counselor for guidance and psycho-therapy.

Let's face it! The drive of young males to achieve an internal and personal feeling of "goodness" and to achieve social peer status, by "making the team" is a ruthless, persistent, emotional and seldom verbalized drive. Failure to achieve a sense of self-worth and a position of social status, in this most acceptable of all ways, eats away at the very vitals of growing manhood.

The boy's entire self-concept of "being a real man," of being socially acceptable, of "being sexually attractive to female peers," too often is tied up with successful public demonstrations of athletic prowess.

Failure to achieve those self-images so fundamental to healthy emotional and intellectual growth results in one of two things: the boy may find satisfactory participation in *secondarily desirable* activities, or he may find no place at all where he can belong to a "team" of any kind.

As speech teachers we feel lucky if we get an occasional intelligent student involved in debating. For this boy, we

As Associate Professor of Speech at Southern Illinois University (Carbondale), Dr. Buys directs Speech Education in the University School and supervises teacher training. His strong and continued interest in the field coupled with training in guidance are evidenced in this article dealing with an interesting high school speech activity. He is also a member of the Committee for the Study of the Speech Curriculum which is completing a survey of Speech training in the secondary schools of Illinois.

Starting his undergraduate work in Speech at Albion College, he received his Ph.M. and Ph.D. degrees from the University of Wisconsin.

feel, there is some salvation and we help him rationalize—and quite rightly, perhaps—that he will be better off in the long run for having escaped the evils of becoming a “football bum.” To other non-playing sports lovers who have artistic, sensitive natures we offer the drama, and we feel that for them there may also be salvation. The numbers of young males in either of these two speech activities is pitifully small; we feel; our feelings are probably right.

But what of the boys who do not find forensics and dramatics ego satisfying? What of the boys, addicted to athletics, who do not find any of the *secondarily desirable* school activities worthy of their attention? In raising this question, the writer looked around for an activity that could capture such students' interests in athletics and at the same time provide for two educational accomplishments: first, a method of securing peer status for athletic hangers-on; and second, a way of increasing the amount of effective speech education in our school.

The activity which is described below is the product of this quest.

UNIVERSITY HIGH FORMS SPORTSCASTERS' CLUB

This headline appeared in the first issue of this year's school newspaper. The article which followed invited students interested in broadcasting athletic events to attend an organizational meeting. The result—an immediate response from the very group of boys for whom the project had been designed.

The Sportscasters' Club, in a short period of seven months, has become another important secondary activity in our school. Its value as an instrument for providing status to several boys, and its value as a method of efficient speech education, deserves comment and sharing. Before doing so, however,

I would like to explain briefly what the Club does, how it works, the equipment it uses and the rules it has devised.

What the Club does: The purpose of the Club is to make tape recordings of all athletic events in which the school participates. Each event is covered by a crew of spotters, announcers, and commentators. As many as three tape recorders are used at each game. Following the event, usually the next day, one of the tapes is selected for playback at the noon-hour recreation program. The tapes are also played during study periods for both Club members and team members.

Members of the Club also handle the public address equipment at football and baseball games.

How the Club works: The actual operation of the Club is fairly informal. This has been both good and bad. Because the Club grew rapidly, much more rapidly than had been anticipated, and because it grew out of urgent and at times conflicting needs of the students, discipline has been a problem.

At present there are eleven members in the Club; all are freshmen and sophomores. Four of the students are generally thought of as being serious “problem children.” The remainder are students of above average intellectual ability who for one reason or another like sports but do not participate effectively.

At the beginning of the season of each sport, a list of the Club members is prepared containing the names of those interested in announcing that particular type of event. For each game a supervisor is named. It is his task to arrange for transportation, take charge of the equipment, inquire about the power facilities at the school being visited, and to see that all recording equipment is in operating order.

Each machine is attended by two persons: the spotter and the announcer. These two individuals exchange roles at pre-arranged times. Usually one of the Club members acts as the local-color commentator for the entire group. During times out, between periods, and at the end of the games, interviews are arranged with coaches, players, faculty members, and cheerleaders from both sides. The students who keep the score books for the home teams are also invited to present the statistics which mean so much to the sports enthusiast.

During playback of most of the tapes the speech supervisor listens, takes notes, and offers suggestions to the members for improvement. Problems of voice, diction, articulation and language techniques for audience contact are discussed. Special practice sessions are arranged for students with special problems.

Equipment of the Club: At present the Club uses three tape recorders. Two of the machines are AC operated; one machine operates on either AC or DC. This machine has a built-in battery charger which operates on AC. This dual-powered recorder permits students to make tapecasts at events where AC is not normally found, such as baseball track, tennis, and golf events.

Members use conventional uni-directional microphones with specially equipped extension cords. Power extension cords are also part of the crew's equipment.

An important problem is whether or not to use comparatively inexpensive equipment or to purchase rugged expensive portable machinery. We have not resolved this fully. Students of the type who need the activity most are often students who have difficulty in handling precision instruments with finesse.

Printed blanks are used for each game. These contain the names of local players, heights, weights, positions and numbers. They also contain spaces in which necessary statistics of the opposing team might be entered. For the beginning students, introductions are written out and rehearsed before game time.

Rules of the Club: The rules of the Club are few and simple.

- a. No member shall record language that would be considered unfit for public broadcast.
- b. No member shall make a sportscast without first identifying himself by name.
- c. No member shall begin a sportscast without first indicating the teams engaged, when, where, and the nature of the event.
- d. No member shall show undue bias in reporting an athletic event.
- e. No member shall permit unauthorized persons to handle or use recording equipment.
- f. No member shall leave equipment in unauthorized places.

The activities of the Club have grown faster than the formal organization of the Club. In a sense the Club has mushroomed whereas the behavioral norms for the Club have flowered slowly. If the reader institutes a similar activity he should be prepared for more action than he might normally expect from a newly created activity. The energies released, although exceedingly gratifying, can be injurious to the program. A sponsor needs to realize that the attitudinal and behavior norms of the group will tend to be established by the strongest members. If, as in the case of our Club, the strongest person is a "problem student," the creation of acceptable norms will be difficult.

Educational Values of the Club: The values of the Sportscasters' Club in our school can be reported only subjectively. We *feel* they have been many, varied and quite real.

The activity has given to the students

who have a need to be identified with athletics, a means for that identification. The team members spend quite a bit of time listening to the tapes. The Club members take charge of the equipment during these playback sessions thus bringing them in close physical and experiential association with the athletes.

During the taping of the games, the announcers, spotters, commentators and interviewees make value judgments about the players, the game, and the opposition. The team members take these comments about their skills and behavior seriously and personally. The sportscasters recognize this and thereby experience a sense of power and involvement never before tasted.

In sportcasting the students who have considerable knowledge about the game can parade that knowledge in an acceptable manner. In fact, many for the first time find an opportunity to use their information in a meaningful and status-giving fashion. Every sports addict can't appear on a TV quiz show.

Club members gain status in another important way. They handle and operate interesting—and what appears on the surface to be complicated—equipment. Most of them do this with considerable ability. Furthermore, they have developed a common language; the operating activity and the language serve to render them a primary group. Other pupils, observing these boys carrying on their activities via an in-group lingo, look upon them with a certain degree of respect that the boys had not hitherto experienced. Although the status achieved is not comparable to the athletes', there is undeniably something unique and interesting about people wearing headphones, talking into microphones, and manipulating dials.

In terms of speech education students

in this activity have become conscious, as no other freshmen and sophomores have, of the importance for reporting events factually and colorfully. These youngsters have learned something of the power of the mass media for public communication and persuasion.

Some success has been achieved in improving the level of oral grammar usage. One freshman at the close of a sportscast announced, "We didn't do so good tonight." When he learned of his error in grammar he said, "I had better get out my English book." And he did. Most of the announcers have learned much about correct usage and the need to speak acceptably.

The most noticeable improvement in speech skills has been in articulation. In a matter of a few weeks each member improved considerably. Improvement in word endings has been most significant. There is probably nothing so motivating as knowing that what is said today will be heard tomorrow by a hundred or more of one's peers.

Fluency is another speech skill that has improved rapidly during the school year. In some students this improvement has been almost phenomenal. One member, a mildly severe stutterer, discovered that he could tape basketball games with little blocking. He has subsequently improved to a small, but certain degree, in his work with the school's speech therapist.

One boy who comes from an eastern state discovered that his speech patterns were noticeably different from those of other members. He has made rapid shifts in some of his vowels, word endings and provincialisms.

A teaching method we have found useful for working with the beginning announcer deserves comment. In order to aid the beginner improve in self-confidence, articulation, fluency, and nar-

rating ability, we have used the "spotter" in a dual capacity. Besides simply giving the announcer the information about players and action on the field, the spotter also acts as a "pre-stater." The spotter, usually an experienced student, calls out the action to the beginning announcer in the language he would use if he were the announcer. The announcer can repeat the statements of the spotter whenever he finds himself in trouble in keeping up with the action or in selecting adequate language for the broadcast. This process helps the beginner learn not only the special terminology that goes with each sport but also to learn the rhythm that is peculiar to the announcing of each sport.

When the beginner hears the playback of his first attempt, he is usually pleased because much of what he says has been furnished by a more experienced person. If the beginner sounds creditable, he usually attributes the quality of the sportscast to his own ability. And this is good; for, unless he thinks well of himself, he has not yet won the first major battle in developing self-confidence.

There are few activities which can better serve to bridge the gap between speech education and athletics. The athletes see speech activity students in a different role, and the speech student in turn directly shares in that one activity he would most like to be doing—if he were really honest with himself.

The sportscasting activity also brings the director of speech education in closer contact with the athletic coaches. In those schools which place an undue premium on athletics, a good sportscasting program can serve to bring attention to the administration the educational values of speech education.

At the present time many states have newscasting activity in speech contests. I would like to suggest that sportscasting might be an activity that has as much or more to offer than newscasting. Sportscasting, in the school community, is more real, pervasive and important. In fact most school news centers around athletics. Furthermore, sportscasting is something that can be carried on the entire year.

For contest participation each school could make a tape of a sporting event; tapes could be sent to a panel of experts for evaluation. Each year the sport to be taped for contest work could change. It seems to me that sportscasting would make for an interesting and valuable innovation in both the school and interscholastic speech education.

Regardless of its future elsewhere, we are convinced that the activity has come to stay at our school; as long as athletics in our culture holds the prime position of giving the male "prime status," there will be many non-playing students standing on the sidelines yearning for involvement. Let us involve them in athletics and speech education—via SPORTSCASTING.

SPEECH IN AN EXECUTIVE DEVELOPMENT PROGRAM

George L. Hinds

I. THE NEED FOR SPEECH TRAINING

MODERN business executives are education minded. At no time in our history have business executives displayed as much interest in education as they do today. All over America managers are going to school. An example, though not a typical one with respect to the field of study, is Chester L. Brisley, Manager of Industrial Engineering, Wolverine Tube Division, Calumet and Hecla, Inc. who recently became the first Ph.D. candidate in speech at Wayne State University to complete his doctorate. Master's degrees are becoming more common in business, and in the near future, doctorates will not be so rare as in the past. It is almost standard operating procedure for business executives to attend non-credit courses conducted by teachers in schools and colleges, or by specialists within company training departments. Literally thousands of executives complete advanced management courses each year at the AMA or in other private training centers. Truly this is an age of executive education, and today's managers see the world of business as a world of ideas and the managers of tomorrow as men of learning.

Two previous articles on the very important subject of speech in adult training programs have been contributed by this author. (See *The Speech Teacher* (January, 1954) and (September, 1956) Dr. Hinds (Ph.D. Northwestern '52) is the Director of Adult Programs in Speech and Manager of the newly organized Executive Development Programs, at Wayne State University, Detroit, Michigan.

In the present article he indicates specifically practical areas in the field of speech for the training of executive personnel.

Albert L. Nickerson, President of Socony Mobil Inc. recently keynoted the direction of executives' interest by stating:

I am convinced, and I think that a great many business men will agree, that the overriding problems of business in the years to come will be those centering around human relations and human values. We have crossed the threshold of an era of scientific and technical development that is altering the world we live in more sharply than at any time in man's history.¹

In this age of automation executives realize that as we substitute brain power for muscle power their role is to direct the efforts of subordinates in co-operative ways. Team-work by agreement is now understood to be as important in the realm of human affairs as science is in the realm of the material. Today's manager works through other people for the accomplishment of human goals, and in this realm, he can no longer function on the basis of whim, caprice, and intuition. He must know the steps in the decision-making process; must know how to work with groups as well as with individuals; must know how to motivate people; must be able to transmit information fast and clearly; and must be able to coordinate and integrate the efforts of people with the workflow of modern business.

To do these tasks he must learn not only the technical aspects of his work but also the skills of leadership that

¹ Albert L. Nickerson, "Business and Human Values," *Industry and the Liberal Arts*, Chicago: The University of Chicago Round Table, No. 824, Jan. 24, 1954, p. 11.

enable him to function effectively through people. Executives are therefore deeply concerned with those aspects of oral communication that assist them with these human tasks. Concepts, techniques, and skills of speech constitute a substantial part of the territory and area of executive knowledge, and in ever increasing numbers executives seek the counsel and help of speech teachers. Studies at Purdue and at Ohio State have shown that executives spend a great deal of their time in communicative relationships of a person to person nature, in conferences, and in attempts to transmit ideas to others by oral means. In recent years, statistically sound work-sampling studies have verified these academic impressions, and today, we know that the executive spends *most* of his time in efforts to communicate orally. Interviewing, counseling, conferring, and persuading activities are at the core of executive action.

The speech field has devoted considerable time and attention to communication problems in business. In universities students of business administration include courses in fundamentals, in discussion, and sometimes in persuasion in their degree plans. In some instances courses in interviewing and counseling are taught by speech personnel, but in the main, in this era of the domination of public speaking, our departments have neglected person-to-person communication problems as social scientists and business administration faculty have met the social needs with respect to this fundamental face-to-face communicative relationship. This is unfortunate, for the problems of speaking and listening are not merely group phenomena, and those who possess adequate background to cope with these problems should be involved in the research and training in this vital area of human affairs.

Our professional interests have been directed to the area of adult speech courses to satisfy increasing business demands for greater skills in talking with people. Yet we have too often looked upon this effort as one in which we had much to offer but little to learn. In the adult field, chaos is yet characteristic, partly because every person who has been successful as a speaker is tempted to give advice to novices, partly because speech departments have not optimized relationships with adult education centers, and partly because of the fact that we have not centered enough of our research in current problems and practices in speech.

We not only face a critical shortage of professionally qualified speech teachers for present and future careers in schools; we also face a serious shortage of qualified speech trained people to man communication posts in industry. Today, job descriptions and classifications specify the duties of conference leaders. Today communications positions even appear in newspaper advertisements, and even when job descriptions do not specify speech, employers are becoming wise to the fact that speech training is related to executive development. The competitive market will soon absorb many of our best graduates as the quest for talent gains momentum.

Pioneer teachers in our field who have devoted a substantial part of their professional efforts to business problems recognize the strength of potential demands coming from our society, and at nearly every professional meeting tend to think of the speech field as a slumbering giant with respect to this development. We are in the middle of this business movement without plans or personnel equal to the task. Many teachers of rhetoric and public speaking are yet in the ivory tower. We are con-

fused between liberal education and demands for professional service. In spite of the fact that most of our graduates will not be teachers, that most of our students will not major in speech, we continue to exercise undue conservatism with respect to the demands coming from our culture.

Our speech curricula reflect compromises that satisfy special interests in our own field rather than a basic effort to educate generalized leaders for the future. Let us not be misled. Organization leaders do not want students to receive education in all phases of speech specialization. They want for themselves and for youth those fundamentals that are basic to person to person contacts, to conferences, and to public advocacy.

Perhaps an analysis of problems encountered in the development of executive speech training programs for business has meaning not only for those in our field who train executives or for those who intend to do so. These problems are of a more general nature. They reflect speech needs in organizations, and these needs might well be reevaluated for purposes of reviewing curricula in our universities. I confess that I do not know whether we need to develop specialized degrees at the undergraduate level in order that we may turn out students who have enough general knowledge of public address, rhetoric, discussion, and conversation to function in organizations. I do suspect that our majors have developed historically, that our curricula reflect scientific and media specialties, and that we need to reappraise fundamental patterns of curricula in our academic institutions. Science and correction people, for instance, have become so specialized that they need courses outside of speech more than they need some of our departmental offerings if they are to keep pace with the

advancing knowledge of their fields. Yet I suspect that we have not kept pace with the emerging knowledge in the traditional areas enough to avoid a similar problem. Those who possess specializations are usually expected to teach fundamentals courses in our institutions of learning. Perhaps they are yet qualified to do so; but as we move into more and more specialization, their generalized communication qualifications become less and less. In university work specialization may have its place, but in business it is fatal at executive level.

It is my belief that an analysis of problems encountered in the development of executive speech training programs for business has meaning not only for those in our field who train executives or for those who intend to do so. I suggest that these problems are of a more general nature, that they reflect speech needs in organization, and that these needs must be reevaluated for purposes of developing curricula in our universities. Today, specialists, not generalists in speech fill positions. I invite those of you who may feel that I overemphasize the problem to read with care the job specifications of our own placement service.

It is easy to view executive development programs as being too practical in tone and emphasis. But let me remind those who may be tempted to regard them in this fashion to remember that leaders at the center of power cannot be specialists. They must be generalists, and they must deal with the complexities of modern organizational life in such a way that money, materials, technology, and people are integrated into a productive relationship. This is a complex job, and executive's needs reflect communicative needs that are general to human organization.

In this article, I would like to use experiences and evaluations made with

respect to executive development activities not only to point out a compromise of course content that appears to be warranted for the training of executives but also to raise again the question of what areas of speech are fundamental to leadership in organized situations. Although I have had the pleasure of teaching varying aspects of speech theory to executives in business, hospitals, governments, and unions in the last ten years, I want to treat the specifics of one program in a case fashion because the program furnishes us an instance wherein speech education was begun with the top executive group and then adapted to levels below the summit of power. It is not my intention to develop an article on "How We Do It at Dear Old Siwash!" It is my intention to describe an executive development effort in order that I may introduce some ideas about problems in content, in teaching method, and in values with respect to speech and business.

II. A REPRESENTATIVE DEVELOPMENT PROGRAM

A feature article in the October, 1956, *Super-Market Merchandising* keynotes the basic nature of the effort in these words:

Everyone in the Super Market industry knows by now the speed with which ACF-Wrigley has shot up from a local Detroit chain to a regional organization at present eleventh among the top chains.

What is not common knowledge is the strong effort ACF-Wrigley is making to build up a management team to take on the new responsibility of growing power.²

The author notes that one of the phases of this development program is a human relations course and that at the same time students get training in speech so that they can express them-

selves better. He quotes A. A. Canfield on the attitude taken by instructors with respect to executive development:

In any training course the ultimate benefits come from the person's own application of improved and more effective leadership practices with his employees. No set of rules, principles, or rigamorole, such as 'never ridicule a person', 'be friendly', etc., guarantees anything but memorization. Any and all techniques that can be developed to encourage people to try things for themselves fairly and with understanding, simple as they might appear, have a much better chance of getting them thinking and acting differently.³

The instruction that ACF-Wrigley's executives got was tailor-made for them and concentrated on their own problems. The purpose behind this approach, however, was to give them bigger concepts as they applied techniques to management in action.

Before executives participated in the speech course, they first completed the program in human relations in order that an orientation to human problems might precede speech efforts. Over a period of three years Dr. Canfield worked with executive hierarchies on this phase of the development effort. Then he joined me in the speech and communication effort for another three years. Thus a continuity of experience, a knowledge of specific individuals, management knowledge, and psychological training, were joined with speech knowledge in the new program. Two instructors were available for drill sessions and for consultation, and the educational effort was accelerated because of the availability of instructors and also through limitation of class size to twenty executives at a time.

Each time that we worked with a set of executives we discovered that it was necessary to adapt the course to new demands that arose from the needs

² "When ACF Wrigley Executives Go to School," *Super Market Merchandising*, October, 1956, p. 57.

³ *Ibid.* p. 57.

that were discovered in the course of instruction and also to change emphasis as executive responsibilities in new groups changed in quality.

When we began work with the top twenty executives, we knew that public speaking techniques and skills were of considerably more import than was the case at lower levels in the organization. Top executives do confer, but in the super-market field functional changes forced by competition result in centralized communication of ideas. Transmission of ideas downward must be fast, clear, and vigorous if the organization is to be responsive to changes in the business. As a result we spent most of our time on fundamental speaking skills and a lesser amount of time on conference leadership with this top group.

When we worked with the administrative group at the second eschelon we reversed the procedure and also the sequence of instruction in order that conference method might be given greater attention without the complete loss of practice in techniques of presentation. When we met with the third executive level, one responsible for the coordination of the numerous stores, managers, and functions in the chain, we retained an emphasis on conference, spent some time on speech presentation, and then tackled person-to-person speech processes.

The following outline of the twelve week course for the third eschelon will give speech teachers a rough idea of the degree of integration of speech courses that emerged:

1. "Human Relations and Communicative Behavior"
Lecture: Dr. A. A. Canfield
Small group discussions on:
"What, when, why and how in the course of our work at Wrigley's do we communicate?"
"What kinds of problems do we have in these communicative situations?"
- Lecture: "The Basis of Conference Leadership," Dr. George L. Hinds
Assignment: Prepare for a conference on: "What Can Be Done to Improve Meetings in Wrigley's?"
2. "The Management of Communications"
Conference: "What Can Be Done to Improve Meetings at Wrigley's?"
Critique by instructor
Lecture: "The Management of Communications" Dr. Hinds
Assignment: Draft a plan and agenda for a meeting and bring it for discussion next week.
3. "Leadership in Participation"
Conference: A clinic on planning and organizing.
Lecture: "Leadership in Participation," Dr. Hinds
Exercise: "Are You on the Team?"—Conversation and direction exercise.
Assignment: Select leaders to practice five minutes of leading and sustaining interest.
4. "Leadership in Constructive Thinking"
Exercise in two groups—leading and sustaining interest.
Dialogue clinic: Dr. Canfield and Dr. Hinds
Lecture: "Leadership in Constructive Thinking," Dr. Hinds
Assignment: Problem-solving Conference
5. "The Dynamics of a Group"
Conference: Problem-solving
Critique by instructor
Lecture: "The Dynamics of a Group"
Assignment: Repeat a Problem-solving Conference
6. "Informative Speaking"
Conference: Problem-solving.
Inter-action analysis by Instructors
Exercise on presentation skills
Lecture: "Informative Speaking," Dr. Hinds
Assignment: Demonstration speeches to present information
7. "Organizing The Speech. The Psychological Arrangement of Ideas"
Demonstration speeches in two groups
Clinic on speaking: Dr. Canfield and Dr. Hinds
"Organizing The Speech," Dr. Hinds
Assignment: Speeches Using a Motivated Sequence
8. "Motivation and Communication"
Speeches in two groups using motivated sequence
Lecture: "Applications of the Motivational

Process to Conference and to Audience Problems," Dr. Hinds
Assignment: "Speeches Adapting to Audience Attitudes.

9. "Interviewing and Counseling"
Speeches in two groups
Lecture: "Interviewing" Dr. Canfield
Assignment: Exercises in interviewing
10. "The Interview: Its Problems and Techniques"
Exercises in interviewing
Lecture and Critique: "The Technique of Interviewing," Dr. Canfield
Assignment: Conference on interviewing problems.
11. "An Interview Clinic"
Conference on problems in interviewing and counseling
Lecture: "Superior-subordinate Communications," Dr. Canfield
12. "Evaluation, Review, and the Challenge to Management"
Open-discussion
Lecture: "The Manager as a Communicator," Dr. Hinds

Examination of this outline will show that content in the program involved discussion, persuasion, fundamentals, and interviewing knowledge. A speech teacher will note that there is little time for leisurely instruction. Such a program is tight, and we believe that such programming is possible because of the fact that executives go through a tough selection process. They are superior in intelligence, usually have good working habits, usually expect to put forth effort to learn, and want ideas that they may adjust to practice. Moreover, it should be noted that participative techniques with critiques were used in order that a feed-back of attitude and knowledge might make it possible for instructors to counsel individuals after meetings and during the work week. Time pressure was deliberately attempted so that participants and instructors might become time-conscious with respect to organization communications.

III. SIGNIFICANT FEATURES OF OPERATION

A. *Continuous Evaluation*

One of the features of this educational experience is that training and personnel people in the organization attempt continuous evaluation of the programs. In universities students are rarely, if ever, given the chance to evaluate programs, and teachers usually guess about the personal reactions to what they teach. Moreover, if thorough evaluations were to be made of programs or courses, questions of the scientific validity of questionnaires, methods of evaluation, results, would be subjected to value systems of a scientific nature. I note this simply because I believe that more time is spent in figuring out why we cannot evaluate speech work than is spent in estimating the potential developments that might be accomplished as a result of evaluations that are not scientific but are indicators of effectiveness nonetheless. The indicators of needs and results that we may have obtained on these programs may not have scientific validity, but they, at least were obtained by personnel who did not teach and on the basis of a search for needs with respect to those who took the program. I do not defend the methods of evaluation made by personnel people, on a scientific basis; I do submit, however, that these evaluations were more helpful to teachers than none or those made only by teachers.

B. *Evaluation Reveals Need for Direct Speaking, Persuasion, Discussion*

What did these evaluations force us to recognize? They forced us to notice that the working environment into which students go requires much less public speaking behavior and much more face-to-face talks with individuals and with groups than our curricula seems to reflect. We noted that direct

speaking, persuasion, discussion, and conversation efforts are all fundamental to leadership in business. We saw little evidence that education in oral reading, in theatre, in correction, etc. is fundamental to modern organization needs and demands. If it is, it is related to delivery or skill and not to concept or technique for oral communication in management. What a change in history is involved in the classical notion that persuasion is aimed at the "discovery of proofs," and the common notion that we teach people how to read but not why or what; that we teach them to present but not why or what; that we teach them the sounds and psychological bases of speech, but not the why or what in social communication. Recently I advised a student for a master's degree who studied the speech services of the Ford Motor Company, those services that aim at assisting executives in articulating the position of the company to social problems. Reporters and political scientists determine what they may say subject to the executives' content revision. They determine the arrangements with respect to news releases. Both groups concern themselves with language in order that favorable impressions may be made. Nobody concerns himself with delivery. Is this the only speech job with executives? It is common to divisions of our field, but is this the function of rhetoric in business? I think not, but I also think that we have yet to prove to a society that there is something to the notion that invention, arrangement, and even style as taught by speech are significant to anyone but schoolboys.

Concepts of communication, techniques for communicating with groups and with individuals within frameworks of organization constitute major problems for executives. At the top, public

speaking becomes a major need, but at lower levels the living environment forces emphasis on differing behaviors. Thus we wondered if the terrific separation of course specialties, the proliferation of courses in undergraduate curricula adequately prepare students for entry into business and into organizational work situations?

It is certainly not my intention to suggest that the content outlined in this executive development effort is the content for a beginning course. I do suggest, however, that the pressures that forced us to take the fat out of course content, to devise training methods that would motivate people to improve oral communication in a living environment, the constant critical evaluation that forced revisions of plans and methods could find a place in current thinking about the futures of speech education in our institutions of formal learning. I would also suggest that if teachers of speech do not reevaluate their educational programs that outside pressures will force reevaluations to be made by administrators and others who will challenge our outlooks.

C. *Changes in Teaching Method Indicated*

To those who teach adults and to those who teach our managers in industry or government, I can say with confidence, that adjustments in the way of teaching and in content as ordinarily viewed in institutions of higher learning must be made. Those adjustments are not only of a nature that bridges a gap between town and gown. They are also of a conceptual nature with respect to modern organizations in a technological society.

With respect to teaching methods, even the field of speech is not free from having to figure out training methods that will convey content and at the

same time involve participation. Case method, case incident method, round table, panel, dialogue, and lecture must be combined for optimum results in learning and also in interest. It is possible to teach facets of public speaking by discussion method; and it is equally possible to contribute to discussion by means of lectures. Yet, I wonder if we feel that we must use only one method to teach a course.

Speech skills are not only utilized for purposes of transmitting content; they are also methods of education, and in executive development programs they must be used to relate people to content. It would seem to me that in elementary education as well that speech processes might be just as fundamental. We are not content centered altogether in the education of executives, and I suspect that we are not also with youth.

IV. IMPLICATIONS FOR TEACHER TRAINING AND RESEARCH

So far I have commented on reciprocal content questions between the field of speech and executive education. I have also suggested that areas of our field that are often divided into courses must be combined to optimize participation and learning for executives and for youth. Another facet of executive development yet remains a subject for comment. This has to do with the benefits derived for teachers of speech in our institutions of learning. I suggest, if it can be accomplished, that student teacher programs be revised in speech to permit the teaching of adults as a portion of general teaching experience. Adults confront the teacher with authoritative challenges that are not found with the youth. A teacher with the young may exert his authority with relative immunity. But with adults, and particularly with those who are exec-

utives a teacher must find his authority on the basis of relating theory to life. If he cannot do this, adults will challenge him, and they will do so with a differing authority—the authority of experience. If he can relate his subject to experience, they will seek more help from him. They will read theory, but only if he inspires them. They will accept his views, but only if they may be tested in experience. They will also give to the teacher numerous examples not drawn from textbooks, but from living in contemporary America. Thus, the teacher may enrich his theoretical knowledge by the acquisition of examples drawn from organizational life.

I think that I am trying to suggest that non-academic executive development programs are not really non-academic. They afford for us an opportunity to adjust theoretical ideas to the degree of development that is present in the market place; they allow us the opportunity to offer ideas, techniques, and skills to those who have power in our contemporary society; they afford us a chance to use speech techniques as an avenue to improved education; and they give us rich experience values to share with youth. If we care to realize these values, they also afford to us a contemporary environment for research and development, but only if we see the way to a balance between service research and the research of ages.

At this time in our development we need new insights into speech practices in business, fresh approaches to the teaching of our heritage in a living environment, and bold experimentation to relate the communicative needs of organizations to the education of tomorrow. To do this task, we must leave the ivory tower to reexamine the practices of our culture, not only as researchers but also as educators who attempt to

correct current practices on the basis of knowledges obtained in our profession. This effort will require description, classification, evaluation, and experimentation. It will require orientation to an urban environment and not a Greek democracy. It will require collaborative efforts in research and in training with psychologists, sociologists, management experts, educators, and all those interested in pushing forward the knowledge and practice of oral communications. In communications, today, interdisciplinary research and education is necessary. It is up to teachers of speech to see that this effort is centered on problems that are central to our field and to our society.

It is melancholy work indeed to look only to the past when we live in an age in which problems of learning to communicate orally plague the entire world community. If teachers believe that all that is demanded in this era is an insight into the past, they have obligation to advocate those aspects of the past that will solve contemporary problems; if on the other hand teachers of speech are uncertain with respect to solving current problems by past means, they have ob-

ligation to relate themselves to contemporary problems in such a way as to find new approaches to communication weaknesses in our times.

Even a child knows better than an expert when a shoe pinches her! So it is with communicative disorders in our society. Executives and leaders of social organizations have a real contribution to make to future research and education in speech. But if they are to make it, we must be willing and able to listen, to evaluate, to attempt new combinations of training and research that will advance our field in contemporary America.

The most strategic factor in organization is executive capacity, and the most strategic factor in executive capacity is the ability to speak to others and to listen to others so that authority and knowledge may be joined in our social organizations. Speech concepts, processes and skills may yet afford the avenue to the joining of authority with knowledge in business, but only if speech teachers and executives seek to establish new optimum relationships in executive development programs in industry and in institutions of learning.

SPEECH IN THE UNIVERSITIES OF WEST GERMANY

William A. Behl

UNTIL recently little interest has been manifested by teachers of speech in the United States in speech as an academic discipline in foreign countries.¹ I became interested in this area as a result of the articles published by Robert T. Oliver and decided to select West Germany for a study of the speech curricula in its universities. I selected West Germany because I had friends and relatives there who arranged interviews and conferences for me prior to my arrival. I was very grateful to them because the time available for the research was very limited.²

Professor Oliver has indicated that speech is taught not only in the universities of West Germany, but also on the secondary level and in technical and professional schools. I was interested only in the curricula on the university level.³ As most of us know, the German university is composed of the following Faculties: Theology, Law, Medicine, Philosophy, Natural Science and Math-

ematics. The Department of Speech or as it is titled in German, The Institut für Deutsche Sprechkunde, is part of the Faculty of Philosophy. I wanted to discover the objectives of the Department of Speech, the contents of their curricula, the facilities available, and to learn something about the student body, the faculty and the methods of teaching.

Before considering the details of the departments of speech, a brief survey of the system of higher education in West Germany should help to orient the reader. Each German state controls its own educational system through the Ministry of Education; there is only general Federal supervision.⁴ The Ministry supervises the elementary, secondary and college education as well as the training in many kinds of professional and technical schools. Technical schools are considered about as important as the universities, but they have no connection with the universities. Trade schools are under the jurisdiction of the Ministry of Trade, but there is considerable agitation at the present time to have them transferred to the Ministry of Education.

The aim of the German university, is to develop knowledge and to train professionally. The objective is scientific and cultural, not practical and utilitarian. The emphasis is on the development of the cultural possibilities of the student rather than on the satisfaction of

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Professor Behl is also known for his *Discussion and Debate*, Ronald Press (1953).

¹ Robert T. Oliver, "Speech Teaching Around the World, An Initial Survey," *The Speech Teacher*, V, No. 2 (March, 1956), 102-108. Oliver, *op. cit.*, V, No. 3 (September, 1956), 179-185.

² This study was done without grant.

³ I visited or studied the curricula of the following universities: Bonn, Frankfurt, Freiburg, Göttingen, Heidelberg, Mainz, Marburg, Saarbrücken.

⁴ The present German states include the following: Schleswig-Holstein, Niedersachsen, Nordrhein-Westfalen, Rheinland-Pfalz, Hessen, Baden-Württemberg and Bayern.

specific needs of the student for a particular vocation. This cultural approach is evident in all the Faculties of the university including those of Medicine and Law.

The students are offered two kinds of final examinations: one given by the State which permits them to teach, practice law, dentistry or medicine; the other is given by the university which leads to the doctorate. All of the students, if they intend to practice their profession, must take the State examinations, but very few students apply for the final examinations given by the university.

A. *History and Background of Departments of Speech.* The teaching of speech in German universities is not at all new. As a matter of fact the development of speech as a separate discipline almost parallels the development of departments of speech in the United States. It was less than a decade after the establishment of the first department of speech in the United States that a similar department was founded at Johann Wolfgang Goethe University at Frankfurt-am-Main, Germany.

The present Institute for German Speech grew out of a speech department, which was formed in connection with the Lectorate for Speech founded in 1921. Thus the Institute at Frankfurt is one of the oldest speech facilities at German universities.

The earlier Speech Department was developed by Professor Friedrichkarl Roedemeyer (later the Director of the Radio-Scientific Institute at the University of Freiburg) to such an extent that the "German Academy" of the time transferred its "Center for Theoretical and Practical Speech" to Frankfurt. This Institute was also the reason for holding in Frankfurt in 1938 the "International Congress of Speaking and Singing."⁵

⁵ Walter Wittsack, "Institute for Good German Speech, Johann Wolfgang Goethe University, Frankfurt am Main," pamphlet translated by Daniel F. Coogan, Jr., Department of Modern Languages, Brooklyn College, Brooklyn, N. Y.

B. *Objectives.* There are at least two general aims of the department of speech: to provide adequate training in speech for teachers in the secondary schools and to provide courses of practical value for students in all faculties.

The designation "Institute for German Speech" means that the psychophysiological problems of speaking are considered not only in general with regard to a language—but that the object of our work is the realization of our German language in the spoken word, as Standard Speech and Colloquial Speech.

In this way our work fulfills the requirements as set forth in the syllabus for examination for teaching in secondary schools under the specifications for the field of German. ("Pure speech, knowledge of phonetics, knowledge of pronunciation laws, practice in the appropriate recitation of poems.") German Speech then appeals first of all to the Germanists, particularly to future teachers of German, who must, in accordance with examination regulation (35.4) give evidence of study in the field of speech when they register for the national examination. Furthermore the Institute arranges lectures and exercises in "Speech Training" for all future teachers in secondary schools and in "Rhetoric" (extempore speaking and discussion) for auditors in all faculties.⁶

C. *Scope of Courses.* I was surprised to discover that with the exception of technical courses in radio, theater and speech correction, the courses offered were very similar to those found in our departments of speech in the United States. Students who wish these specialized courses must attend professional or technical schools. Training in radio, television and the theater is done in private schools which are recognized by the states but have no connection with the universities. Admission to these schools is highly competitive. Each applicant is screened by a board of judges who make recommendations to the applicant. If an applicant is discouraged from entering, he may still enroll if there is space for him and he is willing to pay the fee.

⁶ *Ibid.*

Speech correction as we know it in the colleges and universities of the United States is not taught in the *Institut für Deutsche Sprechkunde*; it is taught in the Faculty of Medicine. In the universities where a full program is offered, it is usually a two year course. Since I was interested primarily in the *Institut*, I did not investigate the details of training for the speech correctionist. I was told that the only extensive program was offered at the University of Hamburg,⁷ but most medical schools offer two or three courses in speech correction. For example, the University of Freiburg offers two such courses.⁸

1. The Fundamentals of Speech. All of the universities I visited or investigated offered a beginning course in the fundamentals of speech, and one of them listed an advanced beginning course.⁹ These classes usually meet for two hours once a week for one semester. The beginning course is offered each semester. The composition of the course was fairly constant for all of the universities. At the University of Freiburg it was titled, "*Grundausbildung im Sprechen*"¹⁰ which may be translated as the fundamentals of speech. The syllabus provided for lectures and exercises in breathing, voice, sound formations and reading. At the University of Marburg the course is titled the same and includes lectures and exercises in breathing, voice, sound formations, reading and speaking.¹¹ Exercises are accomplished by individuals as well as in groups.

2. Oral Interpretation. Oral reading of poetry and prose is one of the most

important courses in the departments of speech of German universities. Until recently the emphasis was on the analysis of the structure of the writings and the philosophical implications, but now the emphasis is on the ability to read aloud. Every university has at least one course in the reading of poetry which usually meets for two hours once a week for one semester. In most cases, there are two courses: one for beginners and one for advanced students. At the University of Göttingen a course is offered in reading for the theological student. The analysis of recordings of outstanding German oral readers is an integral part of the instruction in oral reading. At the University of Frankfurt an entire course is devoted to the analysis of prose and poetry recordings. The stress in these analyses is almost wholly concerned with the proper use of rate, pitch, force and quality of voice as a means of conveying meaning and emotion.

3. Public Speaking. Courses in extempore speaking and in discussion have been added to the speech curricula of most universities largely as a result of the influence of allied occupation of West Germany. These courses are elected by students who are preparing to teach as well as by students majoring in economics, politics, etc. It should be observed, however, that rhetoric has been taught in the Theological Faculty for centuries but the emphasis has always been on the preparation and delivery of sermons.¹² The West German Universities still offer such courses. For example, at the University of Freiburg there are two courses offered in the preparation and delivery of sermons, one for beginners and one for advanced students. Despite the long history of rhet-

⁷ Personal interview, Dr. Horst Enders, University of Frankfurt, February 19, 1957.

⁸ *Bulletin*, University of Freiburg, 1957, p. 88.

⁹ University of Saarbrücken.

¹⁰ *Bulletin*, University of Freiburg, 1957, p. 101.

¹¹ Communication, Dr. Walter Wittsack, University of Frankfurt.

¹² Harry Caplan and Henry H. King, "Pulpit Eloquence, A List of Doctrinal and Historical Studies in German," *Speech Monographs*, XXIII, No. 5 (Special issue, 1956).

oric in the Faculty of Theology, courses in the Faculty of Philosophy are of comparatively recent origin. Sometimes extempore speaking and discussion are offered as separate courses, but in most universities they are combined in the same course. Whether as independent or combined courses, they are offered for one semester, meeting in one two-hour session. These are practical courses with a minimum of theory and a maximum of speaking exercises. The theory is provided in the form of lectures and discussions by the professor and advanced students. Exercises in discussion follow the general pattern of discussion as it is taught in the United States. One professor told me that it was difficult to get the students to follow the discussion pattern because they liked to "blow their tops" too much. Sounds like a discussion class in America.

The courses in extempore speaking and discussion are the only courses offered in public speaking. The only variation from this pattern is an advanced course in discussion offered at one or two universities. There are no courses offered in argumentation, debate, speech composition, history of public speaking, ancient rhetoric and the like.

4. Radio and Theater. It was indicated earlier that the West German universities do not teach technical courses as we know them in the United States; such courses are offered in technical institutes. The courses offered in radio and theater are primarily cultural in nature and designed for teachers. At Frankfurt University, for example, a course is offered in Radio Broadcast Workshop, but the emphasis is on the spoken work as it is used in radio broadcasts. At the University of Bonn a course is offered which is titled "Exercises in the Formation of Dialogues,"

or play writing, but the stress is on dramatic skits for use by teachers on the secondary level. And at the University of Marburg a course is offered in Stage Production, but the focal point is cultural and pedagogical. Of course the courses in beginning and advanced interpretation offer splendid opportunities for students to develop abilities in the oral interpretation of prose and poetry.

5. Speech Correction. It was also indicated earlier that courses in the serious problems of speech correction are offered in the Faculty of Medicine but there are offerings in the department of speech which are concerned with the correction of minor voice and diction problems. A considerable portion of the fundamentals course is devoted to the correction of voice and articulation. And there are advanced courses in voice and diction. At the University of Göttingen an advanced course is offered in "Special Exercises for Impeded Voice and Speech." Similar courses are offered at the Universities of Mainz and Saarbrücken.

6. Seminars. Every university has its seminars in speech. The nature of these courses varies from semester to semester. The following seminars were offered during the summer semester of 1957: at the University of Marburg, one in words, choice of words, sentence building and sentence planning; at the University of Frankfurt, one in the analysis of records; at the University of Saarbrücken, one in phonetics and imperfect speech. Enrollment in the seminars is open to advanced students who have been selected by the professor in charge.

7. Speech for Foreigners. Every university has several offerings in speech for foreigners. Most of these courses are concerned with correct pronunciation

but others are concerned with oral reading, extempore speaking and discussion.

D. *Facilities.* It was a common complaint of the German professors of speech that there was insufficient space and equipment to do the kind of work they wanted to do. That, too, sounds like a complaint from professors in the United States. For the most part, facilities were rather limited even by German standards; judged by American standards, they were *very* meager. But one must remember that the objectives of the department of speech in the German universities are cultural, not vocational or utilitarian. However, I was pleased to discover that at the University of Frankfurt, which has the best department of speech in West Germany, the facilities compared very favorably with those found in the average American college. Here I found an extensive library of recordings consisting of readings of poetry and prose by outstanding German artists, and phonographs of excellent fidelity. In addition, the department has a recording and rehearsal room that would be envied by some American colleges. It consisted of a performance room, a control and recording room, and a listening room. The equipment was not so elaborate as may be found in some of our larger universities but it was adequate for the purpose for which it was installed. The department at the University of Frankfurt also has a little theater which is equipped with a stage, flood lights, spot lights, etc. It was in this room that the performances in oral reading, public speaking and discussion were held. Other universities did not have the elaborate facilities which I found at the University of Frankfurt but they had adequate space and a minimum of recordings and phonograph equipment.

E. *Students and Faculty.* Student enrollment in speech at the universities is

not large. At the University of Frankfurt, the total enrollment is about eighty in the winter semester and one hundred-twenty during the summer semester. At the other universities it is about the same or less than it is at Frankfurt. Students who are preparing to teach are required to have at least one course in speech before applying for the state examination, and some universities require those students majoring in economics or law to have at least one course in speech. At the University of Frankfurt, twenty percent of the students in speech courses are from law and economics.

In most instance, the speech faculty is composed of not more than two or three professors and a few qualified assistants. I was favorably impressed with the professors; all or nearly all have the doctoral degrees and some have either studied in the United States or have visited departments of speech here. From a personal point of view, all of them were cordial and cooperative during my visits at the various universities.

F. *Graduate Work.* None of the departments which I investigated offer graduate work. That is not to say, however, that German universities do not offer graduate work in speech. Considerable advanced work in speech is done in other departments and Faculties.¹³

G. *Extra-curricular Activities.* Speech activity outside of the class room is virtually non-existent in West German universities. The departments do not sponsor performances of readings, plays or debates. I did discover that some students from the University of Heidelberg had some debates with the Armed Forces branch of the University of Maryland in Europe,¹⁴ but that was the only extra-

¹³ *Ibid.*

¹⁴ Interview, Mason G. Daly, Director, Overseas Program, (Europe) University of Maryland, Heidelberg, West Germany, March 5, 1957.

curricular activity I learned about during my visit.

How can one summarize the results of this first hand investigation of speech in the universities of West Germany? Perhaps the most important outcome has nothing to do with speech. I am firmly convinced that the most valuable result of my visits with professors and students was the intensification of the good rapport between German and American professors of speech which had been established by other professors who have visited West Germany. All of the professors were interested in what we were doing in speech in the United States and most of them were flattered to know that some one from the United States was interested in the speech curricula in German universities.

I was interested in creating and maintaining good will between the two countries, but I was also interested in discovering the status of speech in the universities of West Germany. It seems to me that the following conclusions can be made as a result of this investigation:

1. That the major universities of West Germany have departments of speech

which are a part of the Faculty of Philosophy;

2. That the underlying philosophy of the Institut für Deutsche Sprechkunde is the cultural development of the individual and not the vocational needs of the student;

3. That with the exception of technical courses in radio, theater, and speech science, the pattern of courses corresponds to the offerings in American universities;

4. That, in contrast to the early development of speech which was highly theoretical and philosophical, the present trend is to emphasize the performance skills.

This was a preliminary investigation into the speech offerings in the universities of West Germany. Much needs to be done to understand and appreciate the methods of teaching, the use of texts and exercise books, and proposed improvements in the nature and scope of speech in the universities. If other researchers find their investigations as informative, as interesting and as stimulating as I did, they will be justly rewarded for their effort.

IN DEFENSE OF DEBATING BOTH SIDES

George W. Dell

PROFESSOR MURPHY'S article, "The Ethics of Debating Both Sides," raises educational issues which should be examined in the light of some recent writings concerning scholastic debate.¹ It was the purpose of this paper, (1) to evaluate academic debating in its current context; and (2) to answer some of the philosophical arguments against debating both sides which Murphy develops.

First, let us distinguish between the purposes of school debating and "persuasive" debating. Professor W. Charles Redding describes educational debate as "analytical" in that the speaker's attitude is one of attempting to explain or analyze in a special case of exposition. Redding goes on to define "persuasive" debate as that in which the speaker's attitude is basically this, "This is not only the best case for the particular position; it is the stronger of the two sides and it is the side in which I sincerely believe. It is the side that I want you in the audience to accept."² An example of "persuasive" debate would be a political debate where two opponents always maintain the arguments on the side in which they believe.

It seems quite appropriate to include this author's reply to the controversy involving Richard Murphy and Nicholas Cripe included in previous issues of *The Speech Teacher* (January, 1957) and (September, 1957).

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¹ Richard Murphy, "The Ethics of Debating Both Sides," *The Speech Teacher*, VI (January, 1957), pp. 1-9.

² David Potter, editor, *Argumentation and Debate* (New York: The Dryden Press, 1954), pp. 221-223.

If one accepts Redding's analysis, there will probably be less disagreement on the ethical standards which should be observed in the two types of debating. In other words, ethical standards of debating should be evaluated in terms of the purposes, circumstances, and times, since the "*ethics of persuasion is a function of context*."³ [italics in the original].

With this frame of reference, now let us proceed to attempt some answers to the philosophical arguments against debating both sides which Professor Murphy advances. We shall restate his rebuttal to the nine philosophical arguments as clearly as possible.

(1) It is not clear that a team's debating both sides has any connection with a policy of keeping inquiry free. One wonders whether free inquiry is better upheld by debating only one side of a question? Would it not be easier for the debater to take the popular side, which is usually the negative on a proposition of policy, since the presumption is in favor of the negative? This argument would seem to be pertinent to the 1954-1955 "Red China" proposition when some schools refused to debate the affirmative side.

Mr. Murphy says debaters should really believe their own arguments, while Redding suggests "personal convictions are irrelevant" to the "analytical" debater.⁴ The contest debater, usually speaking before an expert critic judge, knows his auditor does not nec-

³ Winston Lamont Brembeck and William Smiley Howell, *Persuasion A Means of Special Control* (New York: Prentice-Hall, Inc., 1952), p. 465.

⁴ Redding, *op. cit.*, p. 222.

essarily believe the debater is voicing his personal opinion.

The writer would suggest that alternation of sides would more closely approximate reflective thinking for the speaker than intentional reasoning.⁵ Thus, the debater would be more likely to see the validity of the opposition's arguments and he would realize each side has somewhat of a "vested interest" in the respective position or case it upholds.

(2) The debater can explore the other side, read about it, and brief the opposing case. It is certainly true that these are essential steps in analyzing the opposite case, but they are more likely to be superficial compared to verbalizing the affirmative and negative arguments before a judge or an audience. There is a saying, "The best way to learn something well is to teach it!" The writer would submit, the best way for a negative team to learn the affirmative arguments is to *speak them* when the speakers themselves are on the affirmative side. Speakers need to analyze, then verbalize!

(3) The public speaker who has read and discussed a question resigns his moral responsibility if he does not bring out his personal conviction to the audience. Since a well framed debate proposition should be debatable, it would probably have an approximately equal amount of "truth" on both sides. Thompson gives this description:

Debating both sides of a proposition is neither morally wrong nor hypocritical. Some writers have charged that debating both sides results in various evils, such as insincerity, shallowness, and the presentation of arguments known to be poorly founded or fallacious. These malpractices, which occur among speakers who debate only one side, are the result of other causes—weaknesses in the char-

acter of the offender or a misunderstanding of the proper function of debate. . . . By debating both sides, he [the student] is more likely to realize that propositions are bilateral. It is those who fail to recognize this fact who become intolerant, dogmatic, and bigoted.⁶

It appears as if Dr. Murphy believes in absolute truth (truth being preponderant on one side of the proposition), while the framing of a debatable question requires that truth lies in a relative degree on both sides. We do not believe a debater should take a position based upon a snap judgment without serious reflection on both sides.

Hugh Wells, former University of Southern California Director of Forensics, points out the solution of a debated problem lies somewhere between the position of the affirmative and the negative. "It is, therefore, possible to debate either side of a truly debatable proposition without compromising one's conscience."⁷

It will be remembered that most debate contests are judged by the critic on the basis of which team did the better job of debating, not on the basis of conviction or morality!

(4) Debaters themselves do not know what they believe. This argument is often true. For example, the 1956-1957 proposition regarding the discontinuance of direct economic aid is so complex that experts in our government have not come to a clear-cut decision on it. Or, if they have, there is opposition within the administration itself on the type and amount of aid to be given to foreign countries. Yet, Mr. Murphy would have his debaters come to definite conclusions on matters of such complexity!

⁶ Wayne N. Thompson, "Discussion and Debate: a Re-examination," *The Quarterly Journal of Speech*, XXX (October 1944), p. 296.

⁷ Hugh Neal Wells, "Judging Debates," *The Quarterly Journal of Public Speaking*, X (October, 1917), p. 341.

⁵ James H. McBurney and Kenneth G. Hance, *Discussion in Human Affairs* (New York: Harper and Brothers, 1950), pp. 4-5.

Robert S. Capel's dissertation indicated that 23 of 213 high school debaters who alternated sides tended to move toward a more neutral position on the debate proposition.⁸

Baird agrees that students should not speak against their convictions and then says:

. . . in regard to many issues your student opinion is little crystallized. The question of well grounded conviction is absent. Concerning many social and political questions, you students, like the rest of us, have comparatively limited knowledge and are ready to investigate and discuss either side.⁹

(5) Debaters are either voters, or about to be and should take a position on complex social and economic problems. We believe Dr. Murphy confuses the function of scholastic debating and voting. The "analytical" debater delves into issues in order to bring forward the best arguments on the side he is representing. Nothing forces him to decide which is his personal belief. The intelligent voter examines several sides of the question and comes to a decision simply because voting requires him to choose between two or more alternatives.

Mr. Murphy implies that students who debate both sides are less qualified as voters than debaters who speak only their personal convictions. We believe, along with Professor Redding, that students who have debated both sides are better qualified voters due to their habit of analyzing both sides before forming a conclusion.¹⁰

We do not agree that debate propositions should be simplified so the student can be certain of developing conviction. One of the incidental values of

debating results from the information which the student gains in research. If the topic is simple, the amount of research data is cut. Forensics training should not put a premium on glibness.

(6) The debate coach should turn out persons "with ardent convictions on the side of right." We wonder whether directors of forensics are sufficiently steeped in wisdom so they themselves can decide which is the "right" side? It is quite possible both sides may have a certain amount of "right" contained therein.

It would seem the debater who alternates sides could develop convictions on freedom, democracy, and the integrity of ideas fully as well as speakers maintaining only one side. What Professor Murphy apparently calls for appears to be close to "indoctrination" where there is a "right" and a "wrong" side. Though prohibition was conceded by many to be "right" in the 1920s, it was not so held by the 1930s. Once again, time and circumstances change the concept of the "right" side.

(7) The end result of training in logical methods is the discovery of what truth is illuminated or what position can be validly maintained. We would answer, the issue is, "Has the debater set up the best possible case for his side in terms of the available proof?"¹¹ Just what truth has he illuminated on the side of the question on which he is speaking? The point we need to ask should be, "Was the argument significant and valid?"

(8) A legal case may have two sides, but both sides usually wouldn't be upheld by the same person. This is true, but there are significant differences between school debating and legal plead-

⁸ Henry Lee Ewbank, "What's Right With Debate?" *The Quarterly Journal of Speech*, XXXVII (April, 1951), p. 200.

⁹ A. Craig Baird, "The College Debater: 1955," *The Southern Speech Journal*, XX (Spring, 1955), p. 206.

¹⁰ Redding, *op. cit.*, p. 223.

¹¹ James H. McBurney, James M. O'Neill, and Glen E. Mills, *Argumentation and Debate* (New York: The Macmillan Company, 1951), p. 267.

ing. In the former there is an attempt to judge which team did the better job of debating, while in the latter, there is an attempt to prove innocence or guilt. Therefore, the analogy between debating and the advocacy of an attorney is invalid on that point.

Mr. Murphy's sub-argument is "a lawyer (advocate) should not represent conflicting interests." Here too, the analogy is invalid. There is nothing to prevent an attorney from representing conflicting interests in successive cases, but there is a prohibition from his representing conflicting interests simultaneously in a given situation. So too, the debater can not uphold conflicting interests simultaneously (arguing for both sides of a proposition in a single debate), but he can do so successively by alternating sides.

(9) The debater outside of tournaments is judged upon his honest conviction. We are inclined to doubt this as a sole basis of judgment. For example, will the speaker who has weak arguments which are presented with the deepest honest conviction prevail over another student who has strong, valid arguments? It would seem improbable, unless the audience was unable to recognize the valid arguments from the weak ones!

Another point made by Murphy refers to the tendency to make the classroom speaking situation an actual one, rather than make-believe. The writer has no objection to this tendency, but he would agree with Baird that debating both sides tends to be similar to "role playing."¹² The problem for the director of forensics and his students is to be able to realize clearly when the speaker's role is "analytical" and when it is "persuasive."

¹² Baird, *loc. cit.*

We agree with Murphy when he criticizes this statement of a debater. "So my colleague and I ask you to agree with us." If the speaker is not giving his personal opinion, it would be better to state, "My colleague and I ask you to agree with the affirmative."

The writer has no disagreement with Mr. Murphy on the five administrative arguments for alternating sides. It appears Murphy is happy he debated under directors who did not have their students debate both sides. Some present coaches might conclude differently. It would seem to be an indication of progress that the educational basis of debating has changed somewhat since the 1930s, affording students in some sections of the nation, the West Coast and the West Point tournament in particular, the opportunity of debating both sides.

Professor Murphy refers to Dayton McKean's 1930 article in *The Quarterly Journal of Speech*. Four years later, McKean modified his attitude toward speaking on both sides. He did not generally advocate that a student should speak against his personal beliefs. His attitude on his intellectual integrity was: "I never felt that my character was impaired, though perhaps with the calloused conscience of a debater I was only too morally obtuse to notice the effect it had on me."¹³

A final thought in the words of Glen Mills:

The only responsibility of a debater is to get up the best possible case for his side in terms of the available proof. His convictions are in no way at stake. . . . Our observations of thousands of debaters lead us to conclude that one is a better advocate for having prepared, not only his side, but the other side well. . . .¹⁴

¹³ Dayton D. McKean, "Debate or Conference," *The Quarterly Journal of Speech*, XX (April, 1934), p. 226.

¹⁴ McBurney, O'Neill, and Mills, *loc. cit.*

THE AMERICAN STUDENTS CONSTITUTIONAL CONVENTION: A UNIQUE PARLIAMENTARY ASSEMBLY

Joseph F. O'Brien

LOYALTY to their country and her Constitution was the keynote to the American Students Constitutional Convention. A project of the Alexander Hamilton Bicentennial Commission,¹ this model constitutional convention of high school student representatives from

Professor O'Brien presents an interesting account of this stimulating meeting. Speech training has a significant contribution to make in preparing the leaders of democracy. This contribution is another valuable activity which should be continued.

As Professor of Speech at the Pennsylvania State University, the writer has done much work in the fields of public address, discussion, and parliamentary law. He is the author of *Parliamentary Law for the Layman*. Harpers (1952).

(Editor's Note: For a student's reaction to this meeting see *The Speech Teacher*, September, 1957, p. 254.

¹ The Alexander Hamilton Bicentennial Commission is composed of: *Ex Officio*, The President of the United States, the Vice President of the United States, and the Speaker of the House of Representatives; *Chairman*, Karl E. Mundt, United States Senate, South Dakota; *Vice Chairman*, Frederic R. Coudert, Jr., House of Representatives, New York; *United States Senate*, Harry Flood Byrd, Virginia, Thomas C. Hennings, Jr., Missouri, and Irving M. Ives, New York; *House of Representatives*, Carrol Reece, Tennessee, Peter W. Rodino, Jr., New Jersey, and John J. Rooney, New York; *Presidential Commissioners*, Maj. Gen. Milton G. Baker, Pennsylvania, Edward R. Burke, Maryland, Mrs. Marie Brown Coffin, District of Columbia, Laurens M. Hamilton, Virginia, George M. Humphrey, Secretary of the Treasury, Clark Haynes Minor, New York, Dr. John A. Krout, New York, and Mrs. Margaret Patterson, New York; *Secretary*, W. Randolph Burgess, Under Secretary of the Treasury; and *Assistant Secretary*, Robert A. Dillon, Treasury Department.

In charge of activities for the Commission are: *Director*, J. Harvie Williams; *the Historian*, Dr. Frank Monaghan; *the Public Relations Counsel*, John Underhill; and *the Chairman of the Advisory Committee on Contests and Awards*, Dr. Bower Aly.

the 55 American Commonwealths (the 48 states, Alaska, District of Columbia, Guam, Hawaii, Panama Canal Zone, Puerto Rico, and the Virgin Islands) which met in Congress Hall, Philadelphia, June 18-21, 1957, left in all who witnessed it a renewed faith in the citizens and leaders of tomorrow. Also, it was unique among parliamentary assemblies.

The student delegates overwhelmingly reaffirmed their faith in the Constitution of the United States of America. Though almost one hundred resolutions proposing amendments to the Constitution were submitted (the delegates had, of course, been invited to submit such proposals), *only one such resolution passed the Assembly*. This resolution was itself a highly conservative one and only proposed repeal of Article XXII (limitation on the term of office of the President). The delegates also reaffirmed their faith in the Constitution as a whole by a formal vote. They were thus reflecting the intent of the statesman honored by the Convention, Alexander Hamilton, as expressed in his speech delivered at the original Constitutional Convention on June 18, 1787. In this speech, described by Gouverneur Morris as the greatest he had ever heard,² Hamilton said:

The great question is: What provision shall we make for the happiness of our country? . . .

² *Alexander Hamilton: Selections Representing His Life, His Thought, and His Style*, edit. by Bower Aly (New York: the Liberal Arts Press, 1957), p. 245.

In every community where industry is encouraged there will be a division of it into the few and the many. Hence, separate interests will arise. There will be debtors and creditors, etc. Give all power to the many, they will oppress the few. Give all power to the few, they will oppress the many. Both, therefore, ought to have the power that each may defend itself against the other . . .

THE REPRESENTATIVES

That the high school student delegates would be a distinguished group of young people was assured by the method of selection. They were chosen in their respective Commonwealths on a competitive basis. The Advisory Committee on Contests and Awards³ for the Commission arranged for the selection of the student delegates through various educational agencies in the Commonwealths, such as state forensic leagues. Most of the sponsoring agencies were affiliates of the Committee on Discussion and Debate Materials of the National University Extension Association. The Advisory Committee invited each sponsoring agency to propose a method for the selection of its student delegate and thus left to the sponsors wide freedom in the method chosen. The competitions for the privilege of representing the respective Commonwealths included evaluations in speech performance, and often a written examination on the life of Alexander Hamilton. The only principle which the Advisory Committee en-

³ The Advisory Committee on Contests and Awards, appointed by Senator Mundt acting in behalf of the Commission, included, in addition to Dr. Aly, Chairman, the following: Annabel Dunham Hagood, University of Alabama; Thorrel B. Fest, University of Colorado; George McCarty, College of William and Mary; A. Craig Baird, State University of Iowa; Bruno Jacob, National Forensic League; Rodney Kidd, University of Texas; Richard B. Morris, Columbia University; Theodore Nelson, St. Olaf College; Robert Schacht, University of Wisconsin; Lloyd Schram, University of Washington; Kenneth Brasted, University of Dallas, and Samuel M. Brownell, Detroit City Schools. The Committee's Executive Committee consisted of Aly, Jacob, and Schacht.

joined the sponsoring agencies to apply was "to select that student whose discourse, as demonstrated in public speaking, discussion, and debate most nearly exemplifies the closely reasoned eloquence characteristic of Alexander Hamilton's speechmaking at its best, notably in the Constitutional Convention of 1787 and the New York State Ratification Convention of 1788." Of the method of choosing the student delegates, Dr. Aly said: "The over-all objective was to choose students who will be effective in the conduct of public affairs, as opposed to those who have only 'book larnin' on the one hand or who choose scientific pursuits on the other. I have thought that the greatest contributions to be made in our time might be the emphasizing of the present need for men who, like Hamilton, could put knowledge and understanding to work." Speaking from direct observation, the writer can say that the student delegates were able, courteous and cooperative young people whose superior speech performances fully justified the care that had gone into their selection.

THE PLACE OF MEETING

With complete and inspiring appropriateness, the Convention met in Independence Hall National Park, Philadelphia. Here in Independence Hall, the Declaration of Independence was adopted on July 4, 1776, and the Constitution approved on September 17, 1787. Here in Congress Hall was the seat of Congress from 1790 to 1800. Here Washington⁴ took the oath of office for his second term, in the Senate Chamber. Here John Adams assumed the Presidency, in the House of Representatives Chamber where the delegates met.

THE MEETINGS

The student delegates took part in a session of seven Assembly meetings and

one round of committee hearings. In ceremonies at the first meeting, held Tuesday forenoon, June 18, a proclamation of welcome from Mayor Richardson Dilworth was read, and was responded to by Senator Karl E. Mundt, Chairman of the Commission. Senator Mundt also addressed the delegates.

The model convention was governed by *Robert's Rules of Order*, except where its own rules made other provision. Copies of the rules of the Constitutional Convention of 1787 were supplied and due respect was shown them. At the suggestion of the Parliamentarian,⁴ it was entered in the minutes that the Rules Committee of the original Constitutional Convention had been composed of George Wythe of Virginia, Alexander Hamilton of New York, and Charles Pinckney of South Carolina; had been appointed on May 25; had promptly reported the rules proposed on May 28 and 29; and had had its entire report approved by the Convention with one exception, a provision "authorizing any member to call for the yeas and naves and have them entered on the minutes."

Director J. Harrie Williams, who shared the post of presiding officer at the several sessions with Dr. Bower Aly and Commissioner Laurens Hamilton, conducted the first session. Under his guidance the Constitution was read and all resolutions were referred to one of five committees:

Committee on Article I: Legislative Powers

Committee on Article II: Executive Powers

Committee on Article III: Judicial Powers

Committee on Articles IV and V: General Powers and Amending Process

Committee on Article VI: The Treaty Power

The Secretarial Staff for the Convention consisted of Bruno Jacob, General Secretary, Richard Jacob, Chief Clerk, and Robert Scott, Reading Clerk.

The first afternoon was given to committee hearings, under adult moderators and with lawyers present to serve as advisory counsel.⁵

In the remaining six Assembly meetings, each Committee was assigned a half day for consideration of its resolutions, if any. The final meeting was given over to reconsideration of actions and miscellaneous motions.

Committee I reported out three resolutions, on "itemized presidential veto," "House of Representatives membership for the District of Columbia and Territories," and "lowering the voting age to 18 years." Committee II made two proposals, for "repeal of the twenty-second amendment" and "abolition of the electoral college." Committee III offered one resolution, on "the right of Congress to over-ride Federal Court decisions." The Committee on IV and V reported out no resolution, but the House voted to discharge the Committee from further consideration of one proposal, that concerning the "interrogation of witnesses," which thereby reached the floor. Committee VI offered a resolution on the Bricker Amendment proposal. All of these resolutions for amendment of the Constitution were

⁴ The writer. The account of the rules committee selection and work is in *The Debates in the Federal Convention of 1787 which Framed the Constitution of the United States of America*, Reported by James Madison, edit. by Gaillard Hunt and James Brown Scott (New York: Oxford University Press, 1920), pp. 17-19.

⁵ The committee moderators were Thomas J. Graves, Samuel Still, Joseph F. O'Brien, Albert Russell, and Charles Webb. The committee counsellors, who were supplied by the Philadelphia Junior Bar Association, consisted of Matthew Broderick, P. H. DiQuinzio, F. H. Griffin, Jr., Leonard Barkin, and Arthur Leibold, Jr.

lost, except for one from Committee II on "repeal of the twenty-second amendment."

At the final meeting, these two resolutions on other matters were unanimously passed:

1. A resolution for the formation of an Alexander Hamilton Club; and
2. A resolution petitioning that the Convention or a similar one be made an annual event.

THE REWARDS

As noted by Director Williams at the Friday night banquet, the great rewards of the students lay, of course, in the educational experience they had received. More tangible awards, however, were also presented. Each delegate had already received a \$1000 educational scholarship, matched by an additional \$1000 to go to the institution of higher learning of his choice.

Moreover, a corps of experienced evaluators⁶ had been analyzing and rating the students' work throughout the Convention. On the combined basis of their ratings and the achievement of the students on an Alexander Hamilton examination, the following thirteen delegates (the number comes from the original thirteen states) were selected for top honors: Craig S. Bamberger, Jr., Alabama; Gordon R. Chester, Idaho; James M. Copeland, Jr., Michigan; Carlise H. Dick, Arizona; Harlan D. Hahn, Iowa; John J. Kirby, Jr., District of Columbia; Dan E. McCall, California; Michael G. Marenchic, New Jersey; Karn E. Ordahl, Missouri; Shannon H.

Ratliff, Texas; Allen R. Rule, Ohio; Samuel J. Stegman, Indiana; and Hastings Wyman, Jr., South Carolina. To each of these delegates went an additional \$2000 educational scholarship matched by a further \$2000 to be allotted to the college or university of the delegate's choice.

In addition, at the banquet Director Williams presented each delegate with an Alexander Hamilton Commemorative Medallion. Each evaluator also received the medallion.

A pleasing patriotic touch was lent the banquet ceremonies by the presentation of a medal and small flag of the original thirteen states to each delegate by the Pennsylvania Sons of the American Revolution. President Flory made the award for his organization, with words of congratulation to the delegates.

IN SUMMING UP

A happy feature of the Convention was the congeniality and high calibre of the two descendants of Alexander Hamilton who honored the gathering with their presence. Mr. Laurens M. Hamilton, formerly a member of the New York State Legislature, presently a Trustee of the American Good Government Society, and a member of the Commission, presided at the final session and made the banquet address. In his unusually well chosen words, Commissioner Hamilton noted that good government began in the community, said that this Convention was in his opinion the highlight of the Alexander Hamilton Bicentennial Celebration, and held forth hope to the delegates that the Convention might well become an annual affair.

The Reverend Alexander Hamilton, Pastor of St. Paul's Episcopal Church, Norwalk, Connecticut, and Chaplain to the National Railway Society, served as

⁶ Thorrell B. Fest, Recorder. A. Craig Baird, Parke G. Burgess, Annabel Hagood, A. S. J. Carnahan, Wilbur E. Gilman, David Harkness, Frederic Hunt, J. Edmund Mayer, Theodore Nelson, Richard B. Morris, George McCarty, S. K. Stevens, Lucius Wilmerding, and Brooks Quimby. Two staff members who rendered essential service to the delegates in the way of guidance were David Harkness, Counsellor, and Mrs. Caleb Morris, Hostess.

Chaplain to the Convention. In his remarks at the banquet, after complimenting the delegates, he said that he trusted that the young people realized that the Convention was not the end of activity, but that each one was at the threshold of a life of service.

Perhaps no one put better the feeling with which one left the Convention than did Mike Reilly, Chief Guard, Independence Hall National Park. Said Mike: "It's wonderful. It's the answer to juvenile delinquency. We should do it every year."

EXCURSUS

In the speech class everyone had to give a short talk. Cromwell watched with dread as his turn approached. When he stood up in front of the class and looked at all the strange hostile faces his mind seemed to fall into fragments, to go to pieces. They were ready to laugh, ready to hoot him out of the room.

His first words came out cracked and strained. They fell senselessly from his lips. The smiles in the class grew broader. Then he felt a wave of anger; an intense and personal hatred for every person in the class. The anger chilled him; ordered his thoughts, calmed him.

He forgot his prepared speech and began to talk very slowly and deliberately. He did not know where the words came from, but they were orderly and sharp. He did not hesitate once.

He talked about the idleness and stupidity and irresponsibility of college students. He reminded them of the beer parties and the careless way in which they squandered the money given to them by their families. He scolded them. He was sure he was ruining himself, but it didn't matter. The anger was like a white spiky growth that kept prodding him. He felt righteous and sustained; even if he were ruined.

Gradually the faces in the class came into focus and then, with a slight shock, he saw that they had stopped smiling. The boys were watching him attentively and one girl had tears in her eyes. The other girls were looking down at their hands or out of the window. Slowly he realized that they were angry, but not with him. They were angry with themselves or the system or something, but not with him. He did not know how he knew this, but he did. His words made them angry and disturbed, but not with him.

Then, recklessly, Cromwell tried something else. He told the class how they could restore good moral standards on the campus. Without anticipating the words or forming a definite argument his words became reassuring, calm, placating. The angry look left their faces and a sort of relief flowed back into the room. Intuitively, beyond words, he sensed that he had destroyed something that held them together; a common pride or bond or knowledge. And surely, as if he had always known how, he wove them back together; stitched up the common injury. Just a word here, an inflection there and sureness came back to their faces, the confidence returned. And they were grateful to him.

When he stopped there was a moment of silence in the room. Then they did something they had never done before. They began to clap. . . . —Eugene Burdick, *The Ninth Wave* (Boston: Houghton Mifflin Company, 1956), Chapter 18, "Memories," pp. 189-190. Reprinted by permission.

THE PROGRESS OF A SPEECH CURRICULUM: AN EXPERIMENT AT THE STATE UNIVERSITY OF NEW YORK AT FREDONIA

Solomon Simonson

THE "speech curriculum" was the integrating force of Athenian education, the common core of Roman education, the "trivium" of Christian education. In the American university as well, the disciplines of "Speech Education" as taught in rhetoric, poetic and dialectic served to integrate curricula toward the improvement of personality, thought and communication. Yet the spectre of failure was inherent in the "speech curriculum." For whenever the substance gave way to form, whenever invention bowed to style, whenever enthymeme and topoi succumbed to tropes and figures, "speech" emphasis declined and eventually dwindled from the scene. This movement from substance to form was cyclical.

Dr. Simonson (Ph.D., Northwestern University, 1943) is Director of the Communication Arts Center and Chairman of the Department at the State University of New York, Teachers College at Fredonia. He received his B.A. and M.A. degrees from Brooklyn College; St. Lawrence University awarded him the L.L.D. degree.

Of his project the author has this to say:

"My position is that of the organizer and director of a new curriculum in Speech and Communications in the State University of New York. The curriculum was established at Fredonia, registered with the State Department of Education in the spring of 1952 and approved without further condition in the spring of 1955.

There have been three graduating classes of eight, nine, and twelve in the years 1955, 1956 and 1957 respectively, which have received certification to teach Speech in the elementary and secondary schools. The enrollment of freshmen for the Fredonia Speech curriculum in 1956 reached forty students and the current enrollment of 1957 is to be held at sixty.

I hope that other curricula throughout the nation will find a place in these pages of the *Speech Teacher* in order to assist our colleagues in understanding and evaluating our work."

The most recent cycle of elevation and depression in speech education was spun at the turn of the century. Out of the late nineteenth century rigid molds of form emphasis came the unification of the speech fields. Out of "practical elocution" came "effective speaking." "Recitation" gave way to "interpretation." "Declamation" disappeared before "public speaking." "Discussion" was revived. The rigid realistic representationalism of the drama was tempered to include newer aspects of theatre.

Now at the middle of the century, a new influence has arisen which fore-shadows another depression in speech education. This may sever the bonds of general education that the Speech curriculum had forged. This influence was extrinsic to the Speech curriculum. Mass schooling of all "qualified" youth on the college level has extended the subjects for specialization. Each student is trained to be expert. Curricula have been multiplied to meet very special requirements for subjects of extremely narrow definition. Even in the professional associations, a corollary of this proliferation can be seen in the syphoning off of function from the Speech Association of America to the now somewhat autonomous American Educational Theatre Association, American Speech and Hearing Association, American Forensic Association, etc. Within the university program, a fragmentation of the "Speech Department" into a num-

ber of somewhat independent fields readily permitted an undergraduate to specialize in theatre or television, speech correction or audiology, public address or forensics.

As an opportunity for *graduate* research, this fragmentation pushed each subject forward, found "new" acts and created "new" experiences. But, if an opportunity was extended to the *undergraduate* to specialize, these new subjects blunted the vision of general education implicit in the Speech profession, pushed each student backward and attempted to create new positions based on pin-head training (e.g.: radio announcers, stagelighting engineers, debate coaches and diction therapists).

It was to counteract this specialization of training and the narrowing of student interests and activities that the Speech Curriculum was organized by the State University of New York at Fredonia. This new curriculum had four major contributions to make. First, the objectives of the Speech Curriculum at Fredonia were dissimilar to those of the traditional teachers college and similar to those of the classical disciplines in general education from which the program is derived. The second aspect of the new curriculum was to relate these basic disciplines of logic, ethics and rhetoric to the modern mass media of films, radio and television. A third feature of the new curriculum was the emphasis on the rounded interests and varied qualities of each student: imagination in theatre, leadership through forensics, precision from the mass media, counselling for speech correction. The fourth principle that the new curriculum stressed is the activity-centered program; irrespective of current leanings and skills, each student participates in every area of speech, thus preventing an atmosphere of ingroupings and feelings

of apartness of "theatre bohemians," "forensic demagogues" or "correction doctors."

The difference between this and other curricula is both apparent and marked.

Most speech curricula do not require for all students a knowledge of classical backgrounds, nor the mental controls that logic demands of us. There are very few speech curricula that seek to assist the student in a critical evaluation of the values of life, as well as ethical and rational conduct. The greater number of speech curricula still worship sounds more than soundness and skills more than human concern.

If the objectives of general education are as Harvard University's investigators profess them to be, then speech education has provided the core of general education from the very outset of academic organization in Athens. *To think clearly* and *to make relevant judgments* are two objectives implicit in the study of logic and dialectic. *To discriminate among values* is the prime responsibility of ethics and *to communicate effectively* is at the heart of rhetoric and esthetics.

The small colleges that were brought together into the State University of New York had little, if any, basic work in Philosophy and its branches. Along with other fields at other units of the State University, Speech education at Fredonia attempted to fill the deep gaps by introducing ethics and rhetoric into its communication and public speaking courses, esthetics into its interpretation and theatre courses, and logic and dialectic into its discussion and debate courses. Thus, the pursuit of value-systems, a study of "rights," a consideration of some criteria or standards for the appreciation of beauty, and an analysis of reason were introduced through Speech to all curricula.

It is not only to reinvest the field of

Speech education with its classical origins but to adapt this heritage to the modern mass media that a communications center as adjunct to the Speech major was established by the State University at Fredonia.

In relating logic, ethics and rhetoric to the modern mass media, this curriculum created a new equivalence in the certifications requirements of the State. The course hours required for State certification in Speech were prepared before the full impact of the communications-revolution was felt. Radio, television and films are not even mentioned as course subjects, nor are they noted as equivalents for speech courses accepted by the State for the teaching license. The new curriculum at Fredonia equated courses in radio production and television and film production with interpretation and dramatics respectively. The equivalence is now unwritten law of the State.

The mass media, without distinct relation to the classic disciplines, are as chaff without grain. In too many schools of the nation, radio, television and films have become the exclusive dominion of audio-visual educators, public relations officers or autonomous divisions. The audio-visual educator is rarely, if ever, a trained producer and director of programming which necessitates speech skills. The public relations officer is an administrative assistant and not directly a builder of curricula for student growth. The autonomous division head has many contacts and is the one most responsible for placement in a specialized field. Placement, however, is for the expert and is not a service of general education.

In the larger schools of Speech in the nation, the "major" in some specialized field is almost inevitable. The size of the faculty and its departmentalization create sufficient cause for such special-

ization. There is little chance to stem this tide. Even where common core of courses is required in the *first* year, it will not yield the harvest of qualities needed to give this specialized area major a healthy perspective in knowledges and skills. For, after the common core, comes specialization again and an undergraduate is too immature to have appreciated the value of the common core in his first or second year. Specialization gives the false illusion of "education."

The specialist suffers in his very specialization when he succumbs to disregard for related knowledge and skills. A specialist in correction frequently finds the speech arts mere frills and hence cuts off valuable sources of help in the removal of speech difficulties, since the skills of interpretation, discussion, etc. can be especially beneficial to the work of the correctionists. The nature of this specialization is such that the association with the medical profession makes for embarrassment in relying upon speech techniques. The specialist in the theatrical arts sees speech correction as an irrelevant part of his training. If the knowledges and skills pertaining to phonetics and the handling of articulatory faults were made available to the theatre specialist, there would be much profit. A specialist in radio and television dare not suppose that the measure of his merit will be determined by the efficient handling of a Gates console and his own voice. His reliance on such qualities as dramatic imagination and discussion leadership will yield more possibility of emulating an Ed Murrow than disc jockeying through time. The consequent loss of effectiveness in the specialization due to the neglect of related knowledges and skills should cause a return to the general "Speech Curriculum."

The final demand made upon the student in the Fredonia curriculum is that he circulate his participation in Speech activities during all four years of residence. This is the healthy body politic for Speech education. We are all tempted to live too richly with one food, to engross ourselves too fanatically with one skill, and as speech teachers, to end too frequently in a lifeless channel of sound pitches or "propaganda pitches." The ideal of unobstructed circulation should give the student enough freedom to choose his activities as he retains the sense of responsibility to balance his participation through the years of his study.

The student's progress in the curriculum depends on the overall plan.¹ The speech disciplines fall broadly into three areas: the arts, the sciences and the social studies (i.e. human relations). The following is the four-year curriculum sequence as planned in 1952 and approved unconditionally in 1957:

tual impression, belief and action. The course covers composition more than delivery on the theory that students who enter a "speech curriculum" have very few distractions in action and voice. Confidence, ease and poise—usually major objectives of a fundamentals course—are here considered worthy by-products of the course's progress. This fundamentals course is a "modern rhetoric" course covering the basic principles of invention, arrangement, style, memory and delivery for the basic purposes of speech. The purposes are studied in groups or individual speech situations. A group's speech process is defined as one in which the communicants intend to interrupt one another; the individual speech situation occurs when the intention of the parties is to focus attention on one person without interruption. The purposes of individual and group speech processes are closely correlated to audience responses:

This course is followed in the second

	Arts	Sciences	Social Sciences
First Year	Oral Interpretation		Human Relations Fundamentals of Speech
Second Year	Play Production	Speech Science	Foundations of Communication Discussion and Debate
Third Year	Radio Production Television and Film Production	Speech Correction Speech Pathology	
Fourth Year	Workshop: Radio, Television and Films	Clinical Methods	Advanced Public Speaking

In the first year, the *Fundamentals of Speech* course attempts to bring understanding of audience response and develop the techniques of winning attention, interest, emotional and intellec-

semester by the introductory course in the speech arts—*Oral Interpretation*. Interpretation is distinguished from construction in searching for meaning in law, Scripture, literature. Clarification is attempted through applications of semantics. Emotional involvement is sought after through identification and mood-analyses. The interpretation course includes oral reading of the various forms of literature along with some impersonation and acting. Special projects

¹ The course-offerings in subjects other than Speech include two years of Science, Social Studies, English Literature and Composition; Psychology and a one-year sequence of Human Growth and Development; Educational Methods in Science, Social Studies, Language Arts, Health and Audio-Visual; Philosophy of Education; Practice Teaching in the Elementary Schools during the Sophomore and Senior years.

Audience Response	Speech Purpose	Group Process
interest	to entertain	} conversation
emotional impression	to impress	
intellectual impression	to instruct	discussion
belief	to convince	} to persuade
action	to actuate	

include story-telling for audiences at the community libraries and choral speaking performances. Although the course is very much broader in scope than the typical first course in interpretation, it is nevertheless intensive in training. Sections are limited to twelve students. Cunningham's *Fine Art of Literature* and Stanislavski's *An Actor Prepares* represent basic theory required for the course.

In the second year, the student takes the two basic knowledge courses of the curriculum. He takes *Speech Science* which covers the physiology of voice production and articulation, physics of sound transmission and psychology of sensation and perception. The development of speech and language in the child is the first unit of the course. The history of language is also studied by some consideration of the theories of origin, the basic rules of change in meaning, letter and sound. Phonetics is mastered for ear-training and simple transcription. The course introduces the student to the uses of speech laboratory, its equipment and facilities. In the laboratory the students work in teams to better their proficiency in voice and diction.

The other knowledge course is a unique one in speech education. Entitled *Foundations of Communication*, it appears to be the only course of its kind in the nation. A month of inquiry is given over to each of three disciplines which serve as the foundations of communication. The first month dwells on

ethics, a self-analysis of values and an appraisal of character and conduct in life as related to our communications. The second month presents a day-by-day mastery of principles seeking *logical* adequacy. The principles of observation, testimony, inference and expert opinion are digested and illustrated as they contrast with demonstrable fallacies in communicating. The third month glimpses into the kaleidoscope of *rhetorical* theory as colored by Plato, formed by Aristotle and illuminated by Cicero and Quintilian. In the fourth month, the course applies the principles of logic, ethics and rhetoric to the problems in our modern mass media of the press, radio, television and films. A philosophy of speech education, in terms of the three disciplines as foundations of communication, is developed in this course to re-emphasize the importance of the place of "right" and "reason" in the zeal to win "response." These are the functions of general education to which the speech curriculum subscribes.

In the second semester, applications of these principles are made in the fields of *Discussion and Debate*.

At the same time, the students are taking *Play Production* where they are given a craftsmanship in stage setting, lighting, costuming and make-up along with opportunities for acting and directing. A major prompt book is the central project of the course. In knowledge, the course stimulates an awareness of Aristotle's *Poetic* and other aesthetic and dramatic theory as compared with

rhetorical theory. A brief but essential history of the theatre is provided.

The third year is looked upon as the professional year since the students take two sequences, one in *Speech Correction* and *Speech Pathology*, and the other in *Radio Production* and *Television and Film Production*. Like all other courses, the co-curricular activities assist the student in meeting the requirements for qualification and certification in speech correction practice as well as radio-television broadcasting. In the radio production course students man the station WCVF, "Campus Voice of Fredonia," and a campus station registered with the Federal Communications Commission, member of the Intercollegiate Broadcasting System and operating on a commercial basis. The students participate as program directors, staff writers, announcers, engineers, and production assistants. No task is too big or too small in the democratic sharing of real art. Similarly, in the television course, the students perform all the tasks that are necessary to produce a regular series over local facilities. The knowledge and skills attained in the first two years are now put to effective challenge in handling individual problems (i.e. speech correction) and audience response (i.e. radio-television). There is an additional sequence during this year in Speech education. In the fall the students take Speech methods in the elementary school and in the spring Speech methods in the secondary school. These courses are closely correlated with the actual teaching in the campus laboratory schools. A communications assembly is sponsored each week by the students taking these courses, to which the other members of the Speech curriculum are invited. This communications assembly is written into the regular schedule of every Speech section.

The final year finds the student in either a creative *Workshop: Radio-Television-Films* or a *Clinical Methods* course, and in a course in *Advanced Public Speaking*. The workshop enables each student to use his finest gifts in preparing programs for the mass media. The local commercial station of Dunkirk (WDOE) sets aside one hour across the board (8-9 p.m.) for a program called *Transition* in which students do interviews ranging from luminaries like Dimitri Mitropoulos to a jazz wizard like Louis Armstrong, reading poetry with musical backgrounds, disc-jockey travelogue ideas along a Ganges River route or a child's visit at the circus by coherent narrations accompanying appropriate music, broadcast selected cultural and scientific "news not in the news"² and direct little documentaries on a local Jack-and-Jill kindergarten or the transfer of the city electric plant to Niagara-Mohawk. The television station WGR in Buffalo and WICU in Erie give time for Fredonia Folio and student experimental programs. Typical volumes of the Folio, Fredonia's major television venture, have included a Readers' Theatre presentation of *A Quartet of English Wit*, a series of demonstrations in elementary education called *The Three R's Plus*, and *The Search for Peace* in which an original poem, *Questioners of Peace*, was set to music and performed by orchestra and choral speaking groups. The students also introduce and lead discussions of the international film festival sponsored by the Speech Department.

Clinical Methods is conducted in an Outpatient Speech Clinic where the students are exposed to persons who are suffering from serious speech defects. Therapeutic experience is supervised.

² Copyright, 1946.

The clinic serves the five counties of Western New York.

The course in *Advanced Public Speaking* is a study of personality (ethos), emotion (pathos), motivation and logical development as techniques in speech communication. The major purposes are conviction and persuasion. A propaganda plan for a cause of one's choice is one of three major projects of the term. Propaganda-usage was reserved for the fourth year, since propaganda-analysis was studied in the second year "foundation" course. A number of occasional, courtesy, self-introduction and commemorative speeches precede the second major project, the preparation of a lecture-recital to be delivered before community audiences under auspices of the student Speech Bureau. The third project is the sponsorship of and participation in the local and State Intercollegiate Peace Speech Association Contests. All three tasks are intimately connected to the deepening of insights and

broadening of perspectives through the reading of such books as Thonssen and Baird, *Speech Criticism*, Oliver's *Psychology of Persuasive Speech*, portions of Aristotle's *Rhetoric* and Quintilian's *Institutes of Oratory*.

The last term of the fourth year is devoted to teaching in the field. The students are supervised in their teaching of Speech in various high schools throughout the State.

The process of the development of a Speech curriculum presents a veritable crucible of professional challenge. The successful development of such a curriculum may help to attain the educator's finest hour. In sharing this curriculum with others who are seeking similar objectives, the author hopes that those colleges and universities of the nation that have developed or modified a full curriculum in Speech in the past decade will bring their findings to the *Speech Teacher* and help all of us reaching toward our goals.

THE MEASUREMENT OF INSTRUCTION IN SPEECH

Leroy Laase

IN recent years, many educational and psychological journals¹ have published articles on student ratings of teachers. In one of these articles, Mueller² reported the results of a survey of teacher ratings by students in 634 colleges and universities in the United States. He revealed in it that 30% of these institutions have experimented with teacher ratings, and of these "the satisfied users outnumbered the dissatisfied users by four to one." After a survey of studies related to student ratings of instruction, Remmers,³ stated that "no research has been published invalidating the use of student opinion as one criterion of teaching effectiveness," and that "if twenty-four or more student ratings are averaged, they have as much reliability as do the better educational and mental tests." He also cites positive evidence from many researches in sup-

port of the usefulness of such scales. Although many faculty members are skeptical of the value of student ratings, it would appear that these ratings of instruction may be useful in improving the quality of instruction.

In 1948, some of the staff members in the Department of Speech at the University of Nebraska became interested in teacher ratings. We thought that we might use data gathered by student ratings of teachers for the improvement of instruction in our own Department. We observed that existing scales, such as those used by Purdue University,⁴ the University of Washington,⁵ and the University of Michigan⁶ were general in nature so that they might be used in all subject matter fields. We believed that a scale intended for use in a specific field of instruction might well include items peculiar to and distinctive of that field. Several of our staff members thought that it would be possible to build a scale better adapted to the field of speech than the existing ones. Therefore, we decided to construct and validate such a scale, and experiment with its use.

Construction, Validation, and Revision of the Scale

We constructed the scale in its in-

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He is the author of *Speech Project and Drill Book*, Wm. C. Brown Co., 1954, as well as numerous articles. The basic material in this article was presented in a paper at the national convention at Los Angeles in 1955.

¹ *School and Society*, *Education*, *Journal of Educational Research*, *Journal of Educational Psychology*, *Journal of Applied Psychology*, et al.

² Mueller, Frances J. "Trends in Student Ratings of Faculty." *American Association of University Professors Bulletin*, Vol. 37, No. 2, 1951.

³ Remmers, H. H. "Appraisal of College Teaching Through Ratings and Student Opinion." *27th Yearbook of American Association of College Teachers of Education*, University of Chicago Press, 1939. Ch. XV, pp. 227-240.

⁴ Remmers, H. H. and Elliott, P. N., "The Purdue Rating Scale for Instruction," *The Purdue Research Foundation*, Purdue University, 1950.

⁵ "Survey of Student Opinions of Teaching," *Standards and Procedures of Faculty Promotions*, University of Washington, 1947.

⁶ "The Evaluation of Faculty Services," Report by Special Faculty Committee, *University of Michigan Administrative Studies*, Vol. 1, No. 3, 1939.

initial form during the 1948-49 academic year and first used it near the close of the second semester of that year. Near the close of the second semester of 1949-50, we repeated it in exactly the same form for the purpose of comparison. We validated, revised and administered it again during the second semester of the 1950-51 school year. After a three-year interval, we again administered the revised form during the second semester of the 1954-55 academic year. Thus, data became available for analysis to check trends in improvement of instruction through use of the scale and tendency toward regression through discontinuance of its use.

During the seven years covered in this study, eight of our staff members who were members of the department when the scale was first used in 1949 were still members in 1955. To provide a valid basis for comparison, we limited the scope of this study to these eight staff members. They were rated by 706 students in 21 courses in 1949-50; 602 students in 20 courses in 1950-51; and 379 students in 20 courses in 1954-55.

There are four basic assumptions which underlie this study:

1. It is possible to use student opinion as a measure of teaching effectiveness.
2. It is possible to construct a scale for measuring teaching effectiveness in speech.
3. The mean of scores which class members assign to a teacher is a reasonably reliable index of teaching proficiency.
4. The differences in ratings in successive years reflect differences in teaching, rather than changes in the liberal-conservative tendency of the students who rate the teachers.

While constructing the initial form, we read related literature and studies in the field, and analyzed the Purdue, Washington, Michigan and other existing scales for form, content, and methods of administration and scoring. We decided to build a rating scale to be

administered by someone other than the instructor in one of the regular class meetings near the close of the term. We chose a five-point rating scale as the technique for gathering data on the students' opinions: 1—Inferior; 2—Poor; 3—Average; 4—Good; 5—Superior. We selected twenty items, some of which were common to existing scales and some distinctive of the field of speech, for inclusion in the initial scale. The twenty items included in the initial scale were substantially the same items as those in the revised scale shown in this report, except for items 1, 2, 3, 5, and 18, subsequently added.

After we administered the scale in the spring of 1949, we made a preliminary check on its validity. We observed that two highly trained and experienced staff members known to be very good teachers received the highest average ratings, whereas two instructors in their first year of college teaching received the lowest ratings. These findings not only conform to expectation but also are consistent with Remmers' experience with teacher ratings. An analysis of the average ratings for individual staff members revealed a striking similarity between average ratings on specific items in the scale and known personal traits of certain staff members. For example, three staff members who had a reputation for lack of "promptness and regularity" rated very low on this trait. In another instance, two well trained and experienced staff members both rated very high on "knowledge of subject," but one of these who is known for careful daily preparation rated highest among the entire staff on "daily planning and preparation," while the other who freely admitted slighting daily planning rated lowest among the group on this item.

⁷ Remmers, *op. cit.*

SURVEY OF STUDENT OPINION OF TEACHING

Name of Instructor _____

Department Course No. _____

The main task of the University is teaching. The purpose of this survey is to obtain information which will assist staff members in the improvement of instruction. Students are in a position to judge the effectiveness of teaching from direct experience. The survey is made at the request of your instructor.

You are to turn this in unsigned. The information obtained will be kept confidential. Your cooperation in helping the Department of Speech to improve the quality of instruction is appreciated.

Check your attitude towards course:

BEFORE ENROLLING

1. I was disinterested _____
 2. I was mildly interested _____
 3. I was keenly interested _____

NEAR CLOSE OF COURSE

1. I was more interested _____
 2. I was less interested _____
 3. My interest was unchanged _____

In order to indicate your opinion, encircle the number on each of the points below which best describes your opinion of the teacher's effectiveness in this course according to the following scale:

1—Inferior; 2—Poor; 3—Average; 4—Good; 5—Superior

Evaluate each point separately. Do not mark all points "Good" merely because you may consider the teacher in general to be "Good." Only in extremely rare cases will the circled number be the same for most qualities. Omit any item not applicable to course.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Personal appearance and bearing. | 1 | 2 | 3 | 4 | 5 |
| 2. Friendliness and pleasantness in manner. | 1 | 2 | 3 | 4 | 5 |
| 3. Understanding and consideration for others. | 1 | 2 | 3 | 4 | 5 |
| 4. Interest in development and achievement of students | 1 | 2 | 3 | 4 | 5 |
| 5. Interest and enthusiasm for course. | 1 | 2 | 3 | 4 | 5 |
| 6. Knowledge of subject. | 1 | 2 | 3 | 4 | 5 |
| 7. Organization of course | 1 | 2 | 3 | 4 | 5 |
| 8. Daily planning and preparation. | 1 | 2 | 3 | 4 | 5 |
| 9. Clarity of assignments. | 1 | 2 | 3 | 4 | 5 |
| 10. Reasonableness of amount of work required. | 1 | 2 | 3 | 4 | 5 |
| 11. Value of text and reading references assigned. | 1 | 2 | 3 | 4 | 5 |
| 12. Value of information presented by instructor. | 1 | 2 | 3 | 4 | 5 |
| 13. Value of written work assigned. | 1 | 2 | 3 | 4 | 5 |
| 14. Value of oral performances assigned. | 1 | 2 | 3 | 4 | 5 |
| 15. Value of instructor's criticisms. | 1 | 2 | 3 | 4 | 5 |
| 16. Promptness and regularity of instructor. | 1 | 2 | 3 | 4 | 5 |
| 17. Use of good speech habits. | 1 | 2 | 3 | 4 | 5 |
| 18. Ability to guide classroom discussion. | 1 | 2 | 3 | 4 | 5 |
| 19. Ability to explain and lecture effectively. | 1 | 2 | 3 | 4 | 5 |
| 20. Ability to demonstrate principles and skills. | 1 | 2 | 3 | 4 | 5 |
| 21. Ability to interest and motivate students. | 1 | 2 | 3 | 4 | 5 |
| 22. Ability to develop desired skills in students. | 1 | 2 | 3 | 4 | 5 |
| 23. Adaptation of instruction to students individual needs. | 1 | 2 | 3 | 4 | 5 |
| 24. Willingness to confer with students outside of class. | 1 | 2 | 3 | 4 | 5 |
| 25. Fairness in testing and grading. | 1 | 2 | 3 | 4 | 5 |

Everything considered, including strengths and weaknesses, I would rate the instructor in this course as (check appropriate one):

- | | | |
|-----------------|---------------------|-----------------|
| _____ INFERIOR | _____ BELOW AVERAGE | _____ GOOD |
| _____ VERY POOR | _____ AVERAGE | _____ VERY GOOD |
| _____ POOR | _____ ABOVE AVERAGE | _____ SUPERIOR |

In my opinion this course is of (check one):

- | | |
|--------------------------|--------------------|
| _____ TREMENDOUS VALUE | _____ LITTLE VALUE |
| _____ CONSIDERABLE VALUE | _____ NO VALUE |
| _____ SOME VALUE | |

Write here your suggestions for improving this course:

.....

.....

.....

.....

.....

... Thank you.

To obtain some judgment on the validity of each item in the scale, we sought student opinion about the clarity and relative importance of the 20 items on the scale. We prepared an evaluation sheet and asked students in 13 first semester courses geared to the sophomore level and above, who were predominantly speech majors, to check each of the twenty items as "clear" or "unclear," and to rate each of the items as "unimportant," "important," or "very important." We asked each student to add at the bottom of the evaluation sheet any attributes not listed which he considered important to the teaching of speech. Of 139 students, 68 checked all items as "clear" and 71 checked one or more items "unclear," but 85% or more of the responding students judged every item as "clear." We assigned values to the ratings of "0" as "unimportant," "1" as "important," and "2" as "very important," computed the average value for each of the twenty items and found all of them to fall somewhere between "important" and "very important." Because the scale appeared to be logically valid, we decided for purposes of comparison to administer it in exactly the same form during the second semester before revising it.

After we administered the scale in the spring of 1950, we revised it to the form which appears in this report. We left fourteen items from the initial scale unchanged, restated six slightly to improve clarity, and obtained five new items from the suggestions made by students in the preliminary validation. Four of these five new items related to "personal traits" of the instructor. Five hundred and forty-seven students enrolled in the first-semester speech courses evaluated the items on the revised scale. As in the preliminary validation, we computed the average

degree of importance. The average values for the 25 items fell in a range between 1.01 and 1.75 with a mean of 1.50. Therefore, we considered each of these 25 items satisfactory for inclusion in the scale. The 25 items as stated in the revised scale, together with their weighted value and rank in importance are shown in Table I.

In addition to the name of the instructor and the departmental course number, the heading of the initial scale called for data on the student's college; major; class standing in college; grade point average; sex; attitude before enrolling (expressed in terms of degree of interest); and attitude near close of course. When we computed the ratings on each staff member according to these factors, only "attitude toward course" seemed to reflect difference which might have significance. We believed, moreover, that the inclusion of a request for data on sex, college, major, class standing in college, and grade point average might jeopardize the anonymity of the student, especially in small classes. Consequently, when we revised the scale, we retained only the requests for the name of the instructor, departmental course number, and attitude towards course.

Although we did not make a statistical analysis to determine the reliability of the scale, an inspection of the ratings given during its use revealed the following evidence which supported the conclusion that the scale was reasonably reliable:

1. There seemed to be a high degree of agreement in the ratings given by students for each staff member on each item in the scale, which also reflected agreement on points of relative strength and weakness in the instructor.
2. The average ratings given for the same instructor in multi-section courses were so similar as to give almost identical profiles.
3. The average ratings received by different instructors in multi-section courses on con-

TABLE I

SUMMARY OF DATA ON SURVEY OF STUDENT OPINION OF TEACHING
DEPARTMENT OF SPEECH AND DRAMATIC ART, UNIVERSITY OF NEBRASKA

Attribute	Weighted Value in Scale	Rank in Scale	Average Rating for Eight Staff Members			
			1949	1950	1951	1955
1. Personal appearance and bearing.	1.23	22			4.22	4.38
2. Friendliness and pleasantness in manner.	1.60	11.5 (tied)			4.27	4.48
3. Understanding and consideration for others.	1.63	7.5 (tied)			3.98	4.09
4. Interest in development and achievement of student.	1.70	3 (tied)	3.82	3.91	4.12	4.28
5. Interest and enthusiasm for course.	1.70	3 (tied)			4.48	4.54
6. Knowledge of subject.	1.75	1	4.49	4.51	4.63	4.79
7. Organization of course.	1.56	14	3.41	3.73	3.80	3.74
8. Daily planning and preparation.	1.42	18	3.44	3.75	3.81	3.66
9. Clarity of assignments.	1.60	11.5 (tied)	3.75	3.96	3.93	3.88
10. Reasonableness of amount of work required.	1.34	21	3.91	4.13	3.87	3.95
11. Value of text and reading references assigned.	1.01	25	3.43	3.75	3.26	3.69
12. Value of information presented by instructor.	1.48	16	3.72	3.96	4.00	4.16
13. Value of written work assignment.	1.13	23	3.35	3.51	3.86	3.62
14. Value of oral performances assigned.	1.64	6	4.00	4.14	4.20	4.01
15. Value of instructor's criticisms.	1.70	3 (tied)	3.94	4.15	4.24	4.11
16. Promptness and regularity of instructor.	1.11	24	3.68	4.09	4.07	3.97
17. Use of good speech habits	1.62	9	4.19	4.41	4.56	4.53
18. Ability to guide classroom discussion.	1.38	19			4.02	4.14
19. Ability to explain and lecture effectively.	1.67	5	3.84	4.08	4.21	4.28
20. Ability to demonstrate principles and skills.	1.57	13	4.13	4.21	4.26	4.31
21. Ability to interest and motivate students.	1.63	7.5 (tied)	3.55	3.74	3.81	3.97
22. Ability to develop desired skills in students.	1.54	15	3.48	3.70	3.75	3.86
23. Adaptation of instruction to students' individual needs.	1.46	17	3.37	3.84	3.71	3.67
24. Willingness to confer with students outside of class.	1.37	20	4.05	4.38	4.15	4.24
25. Fairness in testing and grading.	1.61	10	3.87	4.11	3.91	4.04
Personal Traits (1-5)	1.57				4.24	4.35
Plan of Course (6-15)	1.46		3.73	3.94	3.88	3.98
Conduct of Course (16-25)	1.50		3.83	4.05	4.08	4.11
Total Effectiveness (1-25)	1.50		3.78	4.00	4.02	4.10

stant items, such as "value of textbook," were strikingly similar.

4. The average ratings received by the same instructor in different courses on items that were likely to be constant, such as "personal appearance and bearing," were almost identical.

5. When the average ratings on each staff member were computed according to sex, year in college, and grade point average, there were negligible differences. These findings were consistent with those of Remmers.⁸

⁸ *Ibid.*

Experience with Use of the Scale.

From the data collected, we prepared a summary sheet of the ratings of the entire staff, with the identity of the instructor withheld, for each year the scale was in use. We gave each staff member a copy of this report with confidential identification of his ratings, a copy of the summary for each of his courses, and the comments written by students at the bottom of their rating sheets. Each staff member was asked to make a special effort to improve in each of his five lowest items. In a staff meeting, we discussed the five points on which the average ratings for the staff as a whole were the lowest. The faculty gave special consideration to methods of improving instruction on these points.

Finally, for purposes of this study, we tabulated the data concerning the eight faculty members who were on the staff in 1949 and still members in 1955 to facilitate comparison and interpretation. An analysis of these data revealed the following findings, most of which are shown in Table 1:

1. There was improvement in the average score of the eight staff members in the study in 1950 over 1949 in every one of the 20 items in the scale.
2. The greatest gains in 1950 for these staff members occurred in the five items rated lowest in 1949.
3. There were substantial and consistent gains in the five items rated highest in 1949 for these staff members between 1949 and 1955.
4. Between 1950 and 1951, there was continued improvement for the staff members in the study in 13 of the 20 items; regression appeared in 7 items, but was extensive in only 2.
5. Between 1951 and 1955 (4 years) there was continued improvement for these staff members in 11 items; regression in 9 items, only 3 of which were items in which there had been regression between 1950 and 1951.
6. The greatest gains for the eight staff members occurred in the first year, with the

amount of improvement in 1950 over 1949 (1 year) greater than from 1951 to 1955 (4 years).

7. The eight staff members made relatively permanent gains with the mean of no item in 1955 falling below the mean of the group for the same item in 1949.
8. The average gains for the eight staff members in Plan of Course (mean of items 6-15) and Conduct of Course (mean of items 16-25) were free from regression in subsequent administration of the scale (1949-1950; 1950-1951; and 1951-1955).
9. The average gain in Total Effectiveness (mean of items 1-25) for the eight staff members as a composite group was 22 points (average per item) in 1950 over 1949; 2 more points from 1950 to 1951; and a further gain of 8 points from 1951 to 1955 (4 years).
10. The three instructors with the lowest scores in 1949 made the greatest gains in 1950; the lowest improved in every item in 1950 and again in most items in 1951; the two next lowest in 1949 improved consistently in 1950, but tended to regress slightly in 1951.
11. The two instructors with the highest scores in 1949 tended to regress in 1950, but improved subsequently; one instructor with third high score in 1949 improved in 1950, then regressed in 1951, then improved on every item in 1955.
12. There was a tendency for the same instructor to receive similar ratings in all his courses, but there were noticeable differences peculiar to the different courses.

We offer the following conclusions, based on our experience with the use of student ratings for the measurement of instruction at the University of Nebraska:

1. It is possible to measure student opinion of teaching effectiveness in speech with the rating scale used in this study.
2. The scale can be useful in determining relative points of strength and weakness in instruction for a department, and/or individual staff members.
3. The scale can be useful in measuring improvement of instruction in successive years.
4. The scale would appear to be particularly useful for new staff members.
5. It appears that the scale could be used advantageously by all staff members as a

- periodic check on the quality of their instruction.
6. The scale may be useful in evaluating effectiveness of instruction in multi-section courses; areas of instruction; etc.
 7. The scale may be useful in comparing teaching effectiveness in various types of courses: major field and service courses; lower division and upper division courses; etc.
 8. The scale may be used to obtain data which might be presented as evidence on teaching effectiveness in support of a recommendation for promotion.
1. The findings through use of the scale express "relative" rather than "absolute" values.
 2. Much of the data gathered in this study could be treated statistically to determine reliability, significance of differences, and correlations.
 3. It is not clear how much of the improvement reported in this study is due to increased experience in teaching, or might have accrued from a concerted effort to improve instruction even without using the scale.

We are aware of the following limitations in this study on the use of the scale:

Despite these limitations, we believe that the rating scale used in this study to measure student opinion on teaching effectiveness in speech can be useful in the improvement of instruction.

EXCURSUS

I think it a serious defection from reasonable rigor in teaching speech in whatever course, even when I myself am the teacher, to conduct in class the drill which the students themselves should have done outside; to provide, oneself (without appreciable protest), the plain, factual information and the elementary thinking which our moderately able students should and could have equipped themselves with by way of preparation.

Ignorance, shallowness, and inexperience, the characteristic faults of the young, are not *per se* deplorable—in the young. It is our business, the business of all teachers, to correct or mitigate these faults. As in their classes in speech, and also in English composition, our students have the maximum opportunity to expose these faults, so there we have the maximum opportunity to correct them. Therefore I neither deplore nor resent in my students honest, natural ignorance and intellectual inexperience and fumbling. I expect these faults, and hence I am especially pleased when I find fewer than I had assumed.

Furthermore, I think it highly desirable to *appear* to assume more knowledge and intellectual acumen in my students than they are likely to possess. Conscious striving is of great importance, in courses in speech as much as in other courses. It is very difficult for anyone, much less the young, to strive rigorously for a degree of excellence which is not publicly expected of him, or to meet or excel standards of knowledge and accomplishment which are not kept steadily and seriously before him. Therefore it is usually undesirable to single out for special commendation the student who knows what a reasonably good student might be expected to know, or who makes a sound, presentable speech free of common defects. . . .

Conversely, the demonstration of unwarranted ignorance or a quality of performance inferior to reasonable expectation should be accompanied by some palpable degree of discomfort. Our failure to be sufficiently severe upon the vapid, piffing, perfunctory, messy performance most often subverts the principles of rigor which should underlie our work. Our standards of highest excellence are probably rigorous enough, though we should frequently reinspect them. Usually we make it difficult enough for our students to rise to A's in our courses. Our fault is that we make it *too* difficult for them to sink to D's and F's.—Donald C. Bryant, *The Role of Rigor in the Teaching of Speech*, *The Speech Teacher*, Volume I, Number 1 (January, 1952), 20-23.

RHETORIC AND SCIENCE: NOTES FOR A DISTINCTION

Don Geiger

I

"Rhetoric" is a word of many meanings. Perhaps the broadest interpretation of it (by both ancients and moderns, as Baldwin suggests) is that it "is the art of effective communication by speaking and writing."¹ Some speakers and writers use it to refer to the principles of literary composition; and some moderns use the term invidiously, identifying "rhetoric" with affected or inflated writing.

In another sense, "rhetoric" refers roughly to a means of communication of some value in the solution of certain kinds of social problems. It is in respect to this general sense of the term that there have been recurrent attempts since ancient times to distinguish between rhetoric and science.

Aristotle's is a famous ancient example of an analysis which provides for a dis-

From time to time we all need reminding that the scientific method, indispensable as it is in many endeavors, is useless in certain spheres of human activity, and to try to adapt it to them is as fallacious as to ignore it in those areas to which it applies. The author of these "notes" shows us how scientific advance increases, rather than decreases, the utility (or even the necessity) of rhetoric.

Professor Geiger writes often for the SAA journals. His most recent essays prior to this one are "Modern Literary Thought" in *Speech Monographs* for March, 1953, "The Oral Interpreter as Creator" in *The Speech Teacher* for November, 1954, and "Pluralism in the Interpreter's Search for Sanctions" in *The Quarterly Journal of Speech* for February, 1955. He is an Associate Professor of Speech at the University of California (Berkeley). Northwestern University granted him the Ph.D. in 1951.

¹ Charles Sears Baldwin, *Ancient Rhetoric and Poetic: Interpreted from Representative Works* (New York: The Macmillan Company, 1924), p. 6.

tinction between the two. One influential interpretation of Aristotle's doctrine suggests the greater rigor of scientific activity, the wider applicability of the rhetorical.² Rhetoric may reveal truth to the many who are incapable of finding it themselves by scientific investigation. Many modern students repeat the emphasis of this ancient distinction. Thonssen and Baird, for example, write, . . . all men are not completely prepared, intellectually and emotionally, to receive the truth in its boldest and least adorned guise; it must often be articulated or identified with feelings that will conduce to the good of the people themselves, of their party, or of their country.³

Rhetoric, then, is the means of identifying truth with feelings; or, as Baldwin found it in the philosophy of Aristotle, "Rhetoric . . . is essentially the art of giving effectiveness to truth."⁴

Science to find the truth, rhetoric to energize it: this is an effective formulation for many purposes. It helps to defend rhetoric against the periodic charge, as old as Plato, that it has nothing to do with truth, that it even provides a rationale (although perhaps a somewhat embarrassed one) for the use of "emotional" appeals as a kind of public celebration of cold fact.

But an age of science has little use for ceremony, and an increasingly large number of people insist on the value of

² *Ibid.*, p. 9.

³ Lester Thonssen and A. Craig Baird, *Speech Criticism: The Development of Standards for Rhetorical Appraisal* (New York: The Ronald Press Company, 1948), p. 381.

⁴ *Op. cit.*, p. 5.

nothing but cold fact. Many positivists assert that science must do whatever real work is to be done in establishing truth. In such a situation, rhetoric has not lacked defenders. Modern theorists, like Aristotle, have sought to show that rhetoric has its special, distinguished function; sometimes, even, that rhetoric has special "truths" to impart which science has no means to reach.

Quite probably this latter position is merely the substitution of one erroneous partisan enthusiasm for another. At any rate, in what follows I shall not seek to prove so much, but rather to suggest that any final evaluation of the relative importance of rhetoric and science must surely depend on a complex regard for their different characters. While there may well be even more differences between the two disciplines than the ones I shall propose here, I shall limit myself to discussing three fundamentally distinguishing characteristics: separating science from rhetoric first according to their general subject matters; second, according to the nature of their statements concerning their subject matters; and third, according to the separate purposes or functions of these statements. Although I shall not seek to provide any final estimate of rhetoric's worth, I should like to believe that the analysis which follows will support those proponents who believe that rhetoric has a unique and irreplaceable importance.

II

The subject matter of science may embrace all aspects of man's environment, including man himself. There may be a few practical demurs to this opinion: for instance, that scientists can be interested only in what they have funds to investigate, or that at a given time there is more emphasis on some sciences than on others, and the like.

But it is certainly theoretically sound (and close to historically true, as the proliferating sciences attest) to say that the scientist may have a proper interest in any system of phenomena.

As to the nature of scientific statements with respect to this subject matter, they are attempts to explain the probable nature of the operation of this environment, including man himself. Toynbee has put the matter very clearly: It is generally assumed . . . that the elucidation and formulation of general laws is the technique of science. . . .⁵

Toynbee, of course, is describing the nature of a science that has developed fully. As he points out,

All sciences pass through a stage in which the ascertainment and recording of facts is the only activity open to them, and the science of anthropology is only just emerging from that phase.⁶

But in a fully-developed science (that is, one in a condition at which all sciences aim) it is the function of a scientific statement to make an "elucidation, through a comparative study of the facts ascertained, of general 'laws,' . . ."⁷

We should note the scrupulous quotation marks enclosing Toynbee's "laws." Today we do not ordinarily think of scientific revelations as absolute truths, fixed finally in some given formulation. If we believed (as men of other ages have apparently believed) that the laws of science are unshakably fixed and certain, we could more easily distinguish between rhetoric and science: Science would give us fixed truths and certain knowledge; rhetoric would give us truths that are, at best, only probable.

No doubt we may still possibly detect a difference in the order of reliability of scientific and rhetorical statements, but

⁵ [Abridgement of Vols. I-VI by D. C. Somervell of] Arnold J. Toynbee, *A Study of History* (New York: Oxford University Press, 1947), p. 43.

⁶ *Ibid.*, p. 45.

⁷ *Ibid.*, p. 43.

it is no longer easy to make a simple distinction on the basis of the unshakable certainty of scientific statement. As Randall and Buchler point out,

If we examine the history of science . . . we find that in each specific period a given theory is entertained by science as true. Shortly afterward, the theory is found to be inadequate, and is replaced by a new theory. This in turn stands accepted until it is replaced by another, and so on.⁸

To notice so much is not to minimize the importance of science:

To assert that "knowledge is impossible" is to adopt an excessively artificial viewpoint and to use the term "knowledge" in a narrow sense.⁹

That would be to say that, since we cannot have unshakable truths, we will therefore have none at all. It is certainly wiser to admit a problematic reality, accepting science as a means of coming to understand the probable "laws" of its operation.

As to the purpose(s) of the scientific statement, we can, I believe, discover three of them, neither mutually contradictory nor always necessary to one another.

One purpose of making statements concerning the probable nature of the operation of some system or another is simply to increase our understanding. Scientific interest may approach the spirit of an act of pure contemplation. Indeed, in the slogan, "Art for art's sake," we have an analogue to this particular motive for making and studying scientific statements. We might refer to it as "explanation for explanation's sake." We have all known or heard of some scientist or another who has been uninterested in any practical applications of his theories. Poincaré speaks to this point when he says,

⁸ John Herman Randall, Jr. and Justus Buchler, *Philosophy: An Introduction* (New York: Barnes and Noble, Inc., 1942), p. 98.

⁹ *Ibid.*, p. 99.

One need only open the eyes to see that the conquests of industry which have enriched so many practical men would never have seen the light, if these practical men alone had existed and if they had not been preceded by unselfish devotees who died poor, who never thought of utility, and yet had a guide far other than caprice.¹⁰

A second purpose of such statements, closely allied to the first, is that one such statement may help us to formulate or reformulate another such statement. That is, we may be interested in a scientific statement or in a description of one system of events because it will help us to explain other events about which we are still in doubt, or because it will create profitable doubts (give us new "problems") where none before existed. For example, Planck's theories influenced Einstein's and the latter's have influenced those of countless others.¹¹

A third purpose of these scientific statements describing the nature of the operation of a system is to indicate how we may "take advantage" of the environment (how to build atomic bombs from it) or to defend ourselves against the environment (how to build a dam, or even how to make whisky).

This purpose points to the technological implications of science and, since these implications are usually of chief (if not sole) importance to society in general, we may refer to it as the social purpose of science.

Since this purpose of science involves social considerations, the rhetorician will pay close attention to the nature and limitations of this particular purpose.

¹⁰ Quoted by Alfred Korzybski in *Science and Sanity: An Introduction to Non-Aristotelian Systems and General Semantics* (2d ed.; Lancaster, Pennsylvania: The International Non-Aristotelian Library Publishing Company, 1941), p. 1.

¹¹ Lincoln Barnett, "The Universe and Dr. Einstein, Part I," *Harper's Magazine*, CLCVI (April, 1948), 303-312.

We should particularly note that a scientific statement's telling or implying to us how we may use or defend ourselves against the environment (or, in popular idiom, how we may "control" the environment) does not automatically assure us that we *will* control the environment as science indicates we may. It is easy to forget that this is the case in a society like ours, whose members so admire the scientists' "payoff" that they seem automatically to make room for every new device implicit in some theory or other. It was a sinister joke among some persons to say, after the announcement of the atomic bomb, that we would "naturally" have another war, since we would be unable to resist using the bomb, now that we had it. Yet, if we will, we can quickly recall instances of our society's accepting technological devices with extreme reluctance. Science, after all, did not *force* the automobile, radio, and television on us; we chose them. And one does not have to go so far as he might think to discover someone who thinks our choice sometimes unwise. For example, Ramsperger writes,

Scientific knowledge has been applied to bad ends because it has been primarily a tool to make industry profitable. Scientific progress has served life only after the pattern of life has been shaped by our business civilization.¹²

Assuming the truth of this statement, whether or not we should have a business civilization is (as we shall see) a very appropriate problem for rhetoric. Meantime, we must remember that it is not the function of science to give us devices (though it may so seem to us in America today), but to suggest to technologists how we may make these devices, if we do want them.

We may summarize our understanding

¹² Albert G. Ramsperger, *Philosophies of Science* (New York: Appleton-Century-Crofts, Inc., 1942), p. 288.

of science in this way: Science is (or may be) a study of all aspects of man's environment, including man himself. It is the nature of the scientific statement to explain the probable nature of the operation of (some part[s] of) the environment. This statement achieves its purpose when it (1) coherently explains the operation of a system;¹³ and/or (2) helps in the explanation of the operation of still other systems; and/or (3) when it "works" (as, for example, when a theory permits us to construct atomic bombs, even though we by no means know all there is to know about the atom).

III

Turning to rhetoric, we discover a very different situation.

The subject matter or rhetoric embraces those aspects of environment over which man can exert authority. Burke suggests a similar understanding when he writes,

Only insofar as men are potentially free, must the spellbinder seek to persuade them. Insofar as they *must* do something, rhetoric is unnecessary, its work being done by the nature of things, . . .¹⁴

Traditionally, this subject matter is limited to those aspects of environment over which man as a member of the group can exert authority: "civil" issues (so that a man "having it out with himself" would be involved in a *rhetorical* argument only by the broadest interpretation of the term). Aristotle implies a

¹³ Such an explanation may be enough to satisfy our contemplative interest, although to say so does not mean that the contemplative scientist is in the relaxed psychological state of staring out happily at an unshakable order: there is nothing static or unshakable in his explanations. New data, or a new way of viewing the data, or (conceivably) new social needs may create new problems which must be solved anew.

¹⁴ Kenneth Burke, *A Rhetoric of Motives* (New York: Prentice-Hall, Inc., 1950), p. 50. Italics in the original.

similar understanding of the subject matter when he writes,

Clearly, the deliberative speaker is concerned with those things upon which advice is feasible; and these are all such as can be referred to ourselves as agents . . .¹⁵

Our only possible disagreement with the Aristotelian position here would be what is perhaps a shift in emphasis. We would view this as a characteristic fundamentally distinguishing rhetoric from science.

This understanding of the subject matter of rhetoric lies at the root of a couple of folk sayings: "You can't repeal the law of gravitation" and "You can't change the weather." We should notice how a potential change in the factual basis of the last saying illustrates the distinction between the "scientific" and the "rhetorical" interest. However placidly we may listen to "scientific" weather reports, once science has given us the rain-maker, changes in the weather will become a topic for public argument, that is, a question for rhetoric as well as for phatic communication.

As to the nature of rhetorical statements with respect to this subject matter, they are attempts to explain whether or not and in what ways these aspects (of environment over which man can exert authority) are humanly satisfying or unsatisfying. (Or, more precisely, whether or not these aspects are satisfying to some group of human beings in whom we are interested. Two kinds of group-arguments may be distinguished: one may argue for his group at the expense of some other, as sometimes labor and management groups may argue over who will get what "slice of the pie"; or one may argue that what is good for

his group is good for mankind in general, as Communists are said to urge their policies on all men, or as some of our compatriots argue that one-hundred-per-cent Americanism is very good not only for Americans, but for everyone else in the world as well.) A public prosecutor charges that a given citizen is an unsatisfying part of the environment in certain specific ways. A Senator maintains that a large standing army is a satisfying part of the environment for certain reasons. Conceivably, an attitude may be the only part of the environment we can (or think we can) change, and thus a fit subject for rhetoric: we might imagine some future prophet correctly predicting the end of the world. The only question of interest remaining to rhetoric would be whether we should pray for divine intercession or behave in some other manner. Ideas, of course, are part of this environment over which man can exert his authority. A public figure maintains that the teaching of the theory of evolution in a certain state is an unsatisfactory part of the environment. Or one argues that scientific investigation is a satisfactory human activity, another that it is not, and so on. It is in the nature of rhetorical statements to judge the human desirability of the humanly-manageable aspects of events. Put another way, these statements express judgment of the value of those aspects of the world which are susceptible to human enterprise.

These manageable aspects must be described clearly: we cannot judge a horse that we cannot see. We must know the "cold facts." But in a proper rhetorical statement we need an accurate description of a situation only in order to determine whether or not, and in what ways, it is humanly satisfying.

¹⁵ Lane Cooper (trans. and ed.), *The Rhetoric of Aristotle: An Expanded Translation with Supplementary Examples for Students of Composition and Public Speaking* (New York: D. Appleton and Company, 1932), p. 20.

We come now to the purpose of the rhetorical statement.

Sometimes, in the history of rhetoric, we find that some part of rhetoric may be "widely applauded as an end in itself."¹⁶ But we find such periods of "rhetoric for rhetoric's sake" to be periods of decadence, and are unwilling to accept mere artistic display as a legitimate function of a fully-developed rhetoric.

That legitimate function is single. We may say that we aim through rhetoric to conserve and/or encourage the development of those arts of the environment (over which man can exert his authority) which are humanly satisfying, and to change those parts of the environment which are not. That is what we mean, I think, when we say that it is the function of rhetoric to effect social "action"; it also accounts for the importance of "motivation": the listener must not only learn that such-and-such a manageable state of affairs exists and that it is (let us say) an unsatisfactory state of affairs, but he must also be "moved" to change the state of affairs into one that is satisfactory (or, at least, less unsatisfactory).

We may, perhaps, in a reductive fantasy briefly illustrate the distinction between "scientific" and "rhetorical" activities, and also suggest the necessity for and close interaction of description, evaluation, and motivation to action in rhetoric.

Imagine a group of cats, near a tree, watching a barking dog running toward them. Let us assume that the cats accurately observe the size of the dog, the length and sharpness of his teeth, and how fast he is running toward them. The cats may be very clever, and even able to discover some "scientific" truths—for example, the "force" with which that dog (of a given weight and run-

ning at a certain speed) will descend upon them. To discover such matters may indeed solve certain problems, yield to the cats some truths of observation, even some more complicated scientific truths, perhaps—but their rhetorical problems have just begun.

The cats must also decide whether or not the dog is dangerous, whether or not he is an unsatisfactory part of their environment. But that decision is not the end of the matter. The cats must also act if they are to avoid the fate the dog intends for them. Perhaps in this case they will climb the tree. Of course, their appraisal of how dangerous the dog is determines their action. The cats may decide to stand and fight, or even that the dog can really do them no harm, and pretend not to notice him, rather enjoying the attention the dog is paying them. But though their specific action depends on their specific evaluations, we must notice that they have not yet solved their problem. There can be no complete rhetorical solution until they act with respect to their evaluation. We must also notice that the size of the dog, the speed of his approach, and the length and sharpness of his teeth (the "cold facts" that can and should be accurately observed and described) will certainly influence the cats' evaluations, and even how quickly and surely they must climb the tree.

We may summarize our understanding of rhetoric thus: Rhetoric is a concern with those aspects of the environment over which man can exert authority. It is in the nature of the rhetorical statement to explain whether or not and in what ways these aspects are humanly satisfying or unsatisfying. The purpose of this statement has been achieved when those parts of the environment which are satisfying are conserved and

¹⁶ Baldwin, *op. cit.*, p. 94.

those parts of the environment which are unsatisfying are changed.

While in the above analysis I do not intend to characterize either science or rhetoric fully, or completely to define their differences, I believe it should be sufficient to suggest their complex distinctions in subject, nature, and func-

tion. While we may still think of rhetoric, if we will, as the attempt to energize truth, this analysis will not permit us to think of that energization as a kind of shock treatment for sluggish souls. It is, rather, a complex act of description, evaluation, and motivation, all necessary components of a complete rhetorical statement.

EXCURSUS

Logic, no matter what it is called, is used, of course, in both the rhetorical and academic modes of thought. Both must use the method subject to the same limitations.

This enthymematic tradition established by Aristotle has lost much of its significance for us today. The two areas of knowledge are not as clearly defined as they were with him—the area of science has become much less certain and, because of our increased knowledge and refined methods, the area of opinion generally has become more certain. In addition, rhetoric has widened its scope, and instead of being regarded as a narrow art of persuasion, is now concerned with the proper presentation of all knowledge.

As a consequence, to us the enthymematic process has come to mean the adaptation of the logical process to oral and written presentation. This adaptation requires short cuts. Just as short cuts are necessary in presenting evidence which leads to the statement of the generalization or starting point, so they are necessary in presenting relationships among generalizations. Most audiences cannot or will not follow long, detailed, and closely-knit reasoning. In most cases such reasoning is not necessary to meet their needs. The enthymeme, therefore, has sometimes been described as the syllogism with one or more parts missing.

There is no conflict at this point between the academic and rhetorical modes of thought. No special kind of logical process for the rhetorical mode exists. One source of difficulty is that rhetoric often deals with the questions which cannot be counterchecked by specific evidence as is the case with scientific questions. Another source of difficulty is that the use of short cuts makes faulty reasoning harder to detect, especially by untrained and unsuspecting audiences. But these are not necessary conflicts.—Elbert W. Harrington, "The Academic and the Rhetorical Modes of Thought," *The Quarterly Journal of Speech*, XLII (February, 1956), 25-30.

BACKGROUND READING IN AMERICAN PUBLIC ADDRESS

Paul H. Boase

NOT long ago I asked a student in a class in rhetorical theory and criticism to report on the contributions of Leonard Cox, the sixteenth-century English rhetorician. The student reviewed well the salient features of *The Arte and Crafte of Rhethoryke*; he also presented a satisfactory biography of Cox. But when I asked him about the social conditions and motivating factors of the times and the possible impact of this pioneer's work on the thinking of sixteenth-century England, he had nothing to say. To my suggestion that he should orient his subject to the social and intellectual setting of the period the student protested quite vigorously that he had thought he was to consider the rhetorical concepts of Cox. Some of his classmates supported his contention, insisting that they were studying theory and criticism, not history.

Unhappily, this misconception plagues many students of public address, even when the title of the course they are taking includes the controversial word, "history." Indeed, I remember a colloquy at our national convention some four or five years ago in which many of

This is the age of specializing, and specialists are realizing that the more they specialize, the more they must diversify their learning. This essay suggests some of the knowledge a rhetorical critic must have if he is to appraise American public address. The author has not previously written for *The Speech Teacher*, but his "The Education of a Circuit Rider" appeared in *The Quarterly Journal of Speech* for April, 1954.

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our finest scholars debated this proposition—somewhat inconclusively. Some of them maintained that doctoral dissertations contain too much history, and too little rhetoric and public address. Moreover, in those courses labeled "The History of Public Address" (this group claimed), history overshadows—and in some cases, blacks out—public address.

As a partial answer to this problem, I should suggest, first of all, the utter impossibility of severing public address from history. Some may hazard such an operation (and apparently perform it successfully), but the patient will surely die. The dangers of including too much history (if this is possible) are small, indeed, in comparison with those of mistaking the decapitated course for the intact corpus. Even in our highly specialized classes, in which time imposes some limitations, the student's appreciation and understanding of public address will increase in direct proportion to his knowledge of its historical setting. Both rhetoric and public address must perish in a vacuum. Without a keen awareness of the social, intellectual, political, economic, and religious milieu of the period under consideration (and those preceding it), the student can formulate few valid value judgments of public address. Divorced from audience and occasion, the stress and pull of ideas, the speaker's words lose their full significance; they become lifeless symbols.

In addition to understanding the past, the student of public address must rec-

ognize the speaker's real and potential impact on the thought and action of succeeding generations. Unless we are sensitive to the meaning of history, and recognize its continuity, we become little more than antiquarians, laboring in the midst of "a valley of dry bones." On the other hand, our efforts to relate speeches to the past and the present breathe life into symbols and once again clothe these bones with living flesh.

The primary reason for background readings in the history of public address, therefore, is to help the student understand a speaker, an audience, or a movement within its cultural context. A supplemental purpose of these selections is to familiarize the student with the techniques of historical method and to assist him in locating primary and secondary sources. The third objective is to help the student to formulate a valid philosophy of rhetorical criticism.

To illustrate these three purposes I have selected materials largely from American history of the first half of the nineteenth century.

Let us first examine materials concerning the techniques of research and the historical method. Even students majoring in history sometimes have few and fragmentary ideas about how to select a subject, where to find evidence, and how to evaluate what they find. The result is too often a waste of time and "thin" research. Therefore, high on the student's list of books and other readings should be Hockett's¹ guide to historical research. (Even the experienced student should find the chapters on collecting data, locating bibliographical

material, and criticism of evidence a useful refresher.)

Closely allied to the problems of learning research techniques are those of introducing the student to ways and means of locating primary source materials. Indeed, one of the scholar's most perplexing and annoying tasks is locating manuscripts relevant to the topic he has selected. The intensive search for primary source materials may not be one of the undergraduate's immediate concerns, and his need for information about manuscripts will to some degree depend on the resources of the local library. But certainly the student should be familiar with these sources before he enters graduate school. The members of the American History Association have long mourned the inaccessibility of data concerning manuscript materials, so in 1949 in conjunction with the Society of American Archivists and the Association for State and Local History they began to set up a master file listing and describing every manuscript collection in the United States. Until the completion of this monumental work, Billington's² list will serve as a useful substitute for it. Some students may be acquainted with Gregory³ and Mink's⁴ union lists, but, at best, most will be only vaguely

² Ray Allen Billington (comp.), "Notes and Documents: Guides to American History Manuscript Collections in Libraries of the United States," *The Mississippi Valley Historical Review*, XXXVIII (December, 1951), 467-496.

³ Winifred Gregory (comp.), *Union List of Serials in Libraries of the United States and Canada* (2d ed.; New York: The H. W. Wilson Company, 1943). The first edition of this list was published in 1927. There are 1931 and 1933 supplements to the first edition, 1945 and 1953 supplements to the second.

⁴ Arthur D. Mink (comp.), *Union List of Ohio Newspapers Available in Ohio* (Columbus: The Ohio State Archaeological and Historical Society, 1946). This is a supplement to the same compiler's *Title List of Ohio Newspapers* (Columbus: The Ohio State Archaeological and Historical Society, 1943).

¹ Homer C. Hockett, *Introduction to Research in American History* (2d ed., with corrections and appendix; New York: The Macmillan Company, 1948). Some teachers may prefer the rewriting and expansion, *Critical Method in Historical Research and Writing* (New York: The Macmillan Company, 1955).

aware of these preliminary tools for a study in public address.

More specific background surveys of the literature of public address (including an examination of what studies scholars have written and are in the process of writing) must then supplement these basic guides. For reading materials in this realm we can best turn to our own professional journals. The Knowers⁵ and Auer⁶ lists, the Dow⁷ abstracts, the Haberman⁸ and Cleary⁹ bibliographies, and such essays as Dickey's¹⁰ and Wiley's¹¹ all deserve a prominent place on the supplementary reading shelf.

To accomplish the second objective

⁵ Franklin H. Knowers (comp.), "An Index of Graduate Work in the Field of Speech from 1902 to 1934," *Speech Monographs*, II (1935), 1-49; "An Index of Graduate Work in the Field of Speech, II," *Speech Monographs*, III (1936), 1-20. The Knowers lists have appeared annually in *Speech Monographs* since 1935. There are occasional minor variations in the titles heading the lists.

⁶ J. Jeffery Auer (comp.), "Doctoral Dissertations in Speech: Work in Progress," *Speech Monographs*, XVIII (1951), 162-172. The Auer lists have appeared annually in *Speech Monographs* since 1951. The titles heading the second and succeeding lists include the year.

⁷ Clyde W. Dow (ed.), "Abstracts of Theses in Speech and Drama," *Speech Monographs*, XIII (1946), 99-121. These abstracts have appeared annually in *Speech Monographs* since 1946. There are occasional minor variations in headings.

⁸ Frederick W. Haberman (ed.), "A Bibliography of Rhetoric and Public Address for the Year 1947," *The Quarterly Journal of Speech*, XXXIV (October, 1948), 277-299; "... 1948," *The Quarterly Journal of Speech* XXXV (April, 1949), 127-148; "... for 1949," *The Quarterly Journal of Speech*, XXXVI (April, 1950), 141-163. "A Bibliography of Rhetoric and Public Address for the Year 1950," *Speech Monographs*, XVIII (1951), 95-121. The Haberman bibliographies appeared annually in *Speech Monographs* from 1951 through 1956 (Vols. XVIII through XXIII).

⁹ James W. Cleary (ed.), "A Bibliography of Rhetoric and Public Address for the Year 1956," *Speech Monographs*, XXIV (August, 1957), 181-211.

¹⁰ Dallas C. Dickey, "What Directions Should Future Research in American Public Address Take?" *The Quarterly Journal of Speech*, XXIX (October, 1943), 300-304.

¹¹ Earl W. Wiley, "State History and Rhetorical Research," *The Quarterly Journal of Speech*, XXXVI (December, 1950), 514-519.

of assisting the student to formulate a sound philosophy of rhetorical criticism, we can again employ our own publications. It would, of course, be highly desirable for students in classes in public address to take a course in rhetorical theory and criticism as a prerequisite, but they do not always do so. Therefore, they need to examine (or to re-study) the basic theories of rhetorical criticism, particularly as they apply to public address. Wraga's¹² essay on the implications of social and intellectual history for public address should help the student formulate a basic philosophy and achieve a sense of direction. Aly's¹³ article on a rhetorical theory of history serves to warn the student against certain fallacious methods of studying public address. A basic textbook in this area is Thonssen and Baird's,¹⁴ and their essay on methodology¹⁵ further emphasizes the importance of introducing sufficient background materials setting forth techniques and basic philosophy.

Finally, the supplementary reading should consist of those historical materials which deal directly with the areas, speeches, and movements under study. Since the emphasis in most introductory courses is on general, political, military, and economic history, the average student has a more nearly complete understanding of these areas than he does of the social and intellectual spheres. More-

¹² Ernest J. Wraga, "Public Address: A Study in Social and Intellectual History," *The Quarterly Journal of Speech*, XXXIII (December, 1947), 451-457.

¹³ Bower Aly, "A Rhetorical Theory for a History of Public Speaking in the United States" in Donald C. Bryant (ed.), *Papers in Rhetoric* (St. Louis: Printed by subscription, 1940), pp. 34-38.

¹⁴ Lester Thonssen and A. Craig Baird, *Speech Criticism: The Development of Standards for Rhetorical Appraisal* (New York: The Ronald Press Company, 1948).

¹⁵ A. Craig Baird and Lester Thonssen, "Methodology in the Criticism of Public Address," *The Quarterly Journal of Speech*, XXXIII (April, 1947), 134-138.

over (as Curti¹⁶ points out), historians have neglected the intellectual history of our country—in part, perhaps, because of its elusiveness and extreme complexity. Such concepts as security, militarism, and collectivism—ideas which speakers still vigorously propagate from platform and stump—demand further historical analysis. It is therefore highly desirable that the student select readings from the works of such authors as Curti, Parrington,¹⁷ and Gabriel.¹⁸

More specialized selections must dominate our choices in connection with individual speakers, particular occasions, and specific areas. For example, Sweet's¹⁹ many volumes furnish excellent supplementary readings in religious history. His study of religion and its relation to the development of our culture from 1765 to 1840 contributes essential background for students of homiletics during this period. In this four-volume study of sources²⁰ Sweet admirably portrays (through diaries, journals, letters, and records of conferences) the impact that Baptists, Presbyterians, Congregationalists, and Methodists had on frontier

life and preaching. Dorfman's²¹ work will prove to be of great value to those concentrating on speeches or speakers concerned with economic problems.

In addition to general and specific readings in social and intellectual history, students should examine a wide variety of anthologies, reports, pamphlets, letters, and autobiographies. Thorp, Curti, and Baker's²² collection broadens the reader's grasp of the cultural forces at work, surveys American literature (much of it oratory), and dramatizes the influence of public address on the history of our country. Anthologies of this type might also stimulate students to concentrate on a speaker or an occasion they had previously overlooked. Blau's²³ serves many of these purposes, and introduces the student to Blau's analyses of the speeches of George Bancroft, William Ellery Channing, Edward Everett, and others.

The books, essays, monographs, and bibliographies I have mentioned comprise but a fraction of the innumerable available sources. Those I have listed here will not in every instance represent every teacher's choice. Specific selections must always depend on the nature of the class and the individual instructor's bias. However, the basic principles I have illustrated are valid. If in our haste to study public address we neglect the techniques of research, the skills of criticism, and the social and intellectual foundations of our culture, we will forfeit a rich opportunity by failing to master the fundamentals.

¹⁶ Merle Curti, *The Growth of American Thought* (2d ed.; New York: Harper and Brothers, 1952), p. xv.

¹⁷ Vernon L. Parrington, *Main Currents in American Thought: An Interpretation of American Literature from the Beginnings to 1920*, Vol. I: *The Colonial Mind, 1620-1800*; Vol. II: *The Romantic Revolution in America, 1800-1860*; Vol. III: *The Beginnings of Critical Realism in America, 1860-1920* (New York: Harcourt, Brace and Company, 1927, 1927, 1930).

¹⁸ Ralph H. Gabriel, *The Course of American Democratic Thought: An Intellectual History Since 1815* (New York: The Ronald Press Company, 1940).

¹⁹ William Warren Sweet, *Religion in Colonial America and Religion in the Development of American Culture, 1765-1840* (New York: Charles Scribner's Sons, 1943, 1952).

²⁰ *Religion on the American Frontier*, Vol. I: *The Baptists, 1783-1830* (New York: Henry Holt and Company, 1931); Vol. II: *The Presbyterians, 1783-1840*; Vol. III: *The Congregationalists, 1783-1850*; Vol. IV: *The Methodists, 1783-1840* (Chicago: The University of Chicago Press, 1936, 1939, 1946).

²¹ Joseph Dorfman, *The Economic Mind in American Civilization*, Vols. I and II: 1606-1865; Vol. III: 1865-1918 (New York: The Viking Press, 1946, 1949).

²² Willard Thorp, Merle Curti, and Carlos Baker (eds.), *American Issues* (2 vols.; new ed., rev. and enl.; Philadelphia: J. B. Lippincott Company, 1955).

²³ Joseph L. Blau (ed.), *American Philosophic Addresses, 1700-1900* ("Columbia Studies in American Culture," No. 17 [New York: Columbia University Press, 1946]).

THE FORUM

With this issue *The Speech Teacher* comes under the direction of a new editor and an editorial board to which have been added some new names and a slightly different pattern of organization. The changes in the structure of the editorial staff have been made to provide representation for the various interest groups from which, it is hoped, some manuscripts worthy of publication may be forthcoming. A clear channel from each interest group to this office is provided through the editorial representative.

Three new departmental editors start their work with this issue. They are as follows: *The Bulletin Board*—Ordean Ness, Department of Speech, University of Wisconsin, Madison 6, Wisconsin; *Book Reviews*—Donald Ecroyd, Department of Speech, Michigan State University, East Lansing, Michigan; *In the Periodicals*—Erik Walz, Douglass College, Rutgers University, New Brunswick, New Jersey. *Audio-Visual Aids* continues under the direction of Jon Hopkins, Eastern Illinois State College, Charleston, Illinois.

A Word of Appreciation

Before any other matters are discussed in these pages, it is appropriate that the new editor express to Henry Mueller and his board of editors, sincere thanks and appreciation for the splendid piece of work they have done with *The Speech Teacher* for the past three years. The articles have grown in number, variety, and quality. Readers in the secondary, intermediate, and elementary schools, especially, have appreciated the successful efforts of the retiring staff to provide materials which have been interesting and helpful to them in their work. It is the sincere purpose of the new editorial group to continue the excellent standards reached by its predecessors, and to meet effectively any future responsibilities which arise.

Preparation of Manuscripts

Contributors to *The Speech Teacher* are asked to read in *The Quarterly Journal of Speech* (February, 1957) pp. 71-73, Editor Donald Bryant's clear cut remarks on the scope of the three publications of the Speech Association of America. From this point on, contributors to *The Speech Teacher* are asked to accept *The MLA Style Sheet* as their author-

ity on the preparing of articles for publication; and also to accept Webster's *New International Dictionary of the English Language*, 2nd edition, unabridged, as basic authority for spelling and hyphenation. Copies of *The MLA Style Sheet* may be obtained from the Treasurer, Modern Language Association, 6 Washington Square North, New York 3, N. Y. The cost is 25 cents per copy.

It is believed that this practice will make possible certain standardization in the form of manuscripts submitted to the *Quarterly* and to *The Speech Teacher* and will simplify referral or exchange of such materials between the editors of the two publications when such action is necessary. It will also aid contributors because the same basic authorities guide their writing.

With the permission of Editor Bryant, the following instructions are reprinted with slight modification to fit the specifications of *The Speech Teacher*:

Manuscripts for the *QJS* (and *The Speech Teacher*) should be typewritten on standard-size paper with adequate margins at side, top, and bottom. Ribbon copies, not carbon or duplicated copies, should be submitted for consideration. Typescripts should be double-spaced, except that quotations of more than one or two sentences should be single-spaced without quotation marks.

Contributors are asked to devise brief titles for their articles; to center the title in capital letters on the first page of the manuscript, but not to underline it; to center their name in initial capitals below the title; and to place at the bottom of the first page a short statement identifying themselves. This statement should be underlined, except that titles of publications, if given in the statement, are not to be underlined.

Footnotes should be numbered in sequence and typed on pages attached to the end of the article, each note to be doubled-spaced and to be separated from adjacent notes by triple-spacing.

The standard reference to a book includes the following elements in the following order: (1) the author's first, middle, and last name; (2) the title, underlined; (3) the edition cited if successive editions have appeared; (4) the

place and date of publication, in parentheses; and (5) the page numbers of the passage cited or indicated. Thus:

Will Irwin, *Propaganda and the News* (New York, 1936), pp. 19-22.

B. L. Joseph, *Elizabethan Acting* (London, 1951), pp. 15-18.

Alan H. Monroe, *Principles and Types of Speech*, 3rd ed. (Chicago, 1949), pp. 80-81.

The standard reference to an article in a periodical includes as successive units: (1) the author's first, middle, and last name; (2) the title of the article enclosed in double quotation marks; (3) the title of the periodical underlined (or in many cases abbreviated and underlined); (4) the volume number in Roman numerals; (5) the year, sometimes preceded by the month, in parentheses; and (6) the page numbers in Arabic. Thus:

Margaret Mead, "Public Opinion Mechanisms among Primitive Peoples," *The Public Opinion Quarterly*, I (July, 1937), 5-7.

Don Geiger, "Oral Interpretation and the 'New Criticism,'" *QJS*, XXXVI (1950), 508-509.

The standard reference to multivolumed edited works includes successively the title, underlined, and the editor's first, middle, and last name, followed by place and date of publication in parentheses, by the volume number in Roman numerals, and by the page numbers in Arabic. Examples:

The Collected Works of Abraham Lincoln, ed. Roy P. Basler (New Brunswick, New Jersey, 1953), III, 522-550.

Elizabethan Critical Essays, ed. G. Gregory Smith (Oxford, 1904), II, 3-193.

For works cited as volumes in a continuing series, the author's name and the title of his work are first given; and these are followed by: (1) the title of the series with no underlining, (2) the serial number, if given, and (3) the place, date, and page references. Examples:

Harry Caplan, *Mediaeval "Artes Praedicandi": A Hand-List*, Cornell Studies in Classical Philology, XXIV (Ithaca, 1934), pp. 9-18.

The Arcadian Rhetorike by Abraham Fraunce, ed. Ethel Seaton, Luttrell Society Reprints, IX (Oxford, 1950), pp. xv-xvi.

Careful attention to these directions and to the more detailed prescriptions in *The MLA Style Sheet* will gratify our editors, our printer, our authors, and in the long run, our readers.

A final suggestion to contributors concerns the length of articles. At present, *The Speech Teacher* has available a total of 112 pages of copy, including advertising. This is considerably less than the number of pages in *The Quarterly*. In general, therefore, shorter articles (1500-3500 words) are more easily handled and allow the flexibility of interest and subject needed.* Longer articles of good quality are often printed, but the editor finds difficult his decision to use them unless they are particularly strong.

The editor sincerely hopes to receive so many excellent manuscripts that the size of our publication will soon have to be increased!

IMPORTANT QUESTIONS TO OUR READERS:

1. How can *The Speech Teacher* be most interesting and most useful to you?
2. Are there certain issues or problems in particular which you would like to have discussed in articles in this publication?
3. Would you find a Question Box department of service to you? It has the possibility of answering queries regarding philosophy, trends, speech curricula, activities and contests, materials, books, methods, and teaching aids, etc. Selected items could be published; others might be answered by direct mail.
4. Do you have any suggestions which will help this publication serve you better?
Please write your reactions to me.

K. F. R.

BOOK REVIEWS

Donald H. Ecroyd, *Editor*

THE PSYCHOLOGY OF PERSUASIVE SPEECH (2d ed.). By Robert T. Oliver. New York: Longmans, Green and Company, 1957; pp. xii+466. \$5.00.

What is attempted in this revision is to incorporate in one volume the best features of both *The Psychology of Persuasive Speech* (1942) and *Persuasive Speaking: Principles and Methods* (1950).

Thus the author describes the purpose of this revision.

Part I (112 pages) centers around the author's belief that persuasion is far more than a set of techniques, and fundamental to understanding it is a study of human motivation. The chapters include "The Need for Persuasion," "The Ethics of Persuasion," "Human Motivation," "The Speaker and his Audience," and "An Overview of the Persuasive Process." Part II (84 pages) is a discussion of attention, suggestion, and identification as principles of persuasion. Part III (94 pages) is a consideration of the place of evidence, logic, emotion, and rationalization as modes of appeal in persuasive speaking. Part IV (159 pages) the author draws principally from his 1950 book. It contains advice on the practical platform problems which the speaker faces, including advice on organizing the persuasive speech, constructing a brief, delivering the speech, the speech to convince, to actuate, to stimulate, and the sustained persuasive campaign. Each chapter in the book includes a summary conclusion, a set of exercises, and a list of suggested supplementary readings.

The reader may find certain minor objections to this revision. Although the supplementary readings provide excellent variety in their drawing from "classic" papers in our field, studies in psychology, and popular writings, it appears that the author has omitted mention of certain recent experimental studies. Also, more recent experimental evidence has negated (or at least qualified) the results of some of the studies the author cites in the text. And, although the materials on ethics is a welcome addition to the revision and will stimulate lively discussion, it is at times difficult to ascertain that the author is maintaining a consistent position.

But, in over-all evaluation, the author has

successfully achieved the desirable goal he set for himself in making this revision. He has improved a textbook which has been in wide and successful use in advanced undergraduate courses in persuasion.

DONALD E. SIKKINK
South Dakota State College

GROUP DISCUSSION PROCESSES. By John W. Keltner. New York: Longmans, Green and Company, 1957; pp. x+373. \$4.50.

In his preface the author states that he is attempting to "catch the trend of theory and practice in discussion methods." Viewing these principles and techniques as dynamic and testable, he presents them to students for practice and research and to practitioners for adaptation and use.

There are six sections: "Basic Principles," "Problem-Solving," "Group Needs," "Participation," "Leadership," and "Special Methods." There is much here that is valuable, much that merits consideration and elaboration in developing insight into discussion processes. One might hypothesize that the book would serve even better as a springboard to experimentation if the author had clearly referred (in either text or footnotes) to those research studies which underlie the principles he enunciates. Persons seeking help for their committee work may find excellent suggestions concerning certain problems, although there is perhaps too little consideration of others. It is certain that any student or leader of discussion would lay the foundation for developing skill and understanding in the use of discussion techniques by giving careful attention to this book.

The chapters on "Role-Playing" and "Recording and Reporting" are excellent, as is the treatment of "Problems in Work Conference Planning" in Appendix C. Elsewhere in the book one comes upon ideas which are especially valuable, as in the claim that participation in group action need not mean general mediocrity, but "requires each person to put forth his own particular skill and contribution to the best of his ability." The author's delineation of the characteristics of the democratic leader and his outline of the types of contributions which a group can use are likewise excellent.

One might wish for fuller treatment of certain ideas. Despite present concern with the "situation" in which leadership plays a part, one might ask whether or not there are habits of thought and action which underlie effective work with people on ideas which might warrant examination in a book designed as a basis for practice of discussion processes. Again, the author suggests certain factors which characterize good group "climate," but pays no attention to the problems of handling specific types of disruptive behavior which members of a group may exhibit. Furthermore, clarification of the whole procedure of making an effective discussion outline and of using straight thinking in communicating with the group might be helpful.

Perhaps it is Professor Keltner's realization of the tentative nature of his material as well as his desire to make his suggestions quickly available to his reader that causes much of his book to seem more like an outline of ideas than a thorough explanation of pertinent factors and the philosophy underlying them. Such an outlining procedure necessarily results at times in giving too scanty attention to some ideas. The author suggests, for example, the necessity of bringing in "important" ideas and materials, but fails to develop standards for determining relevancy or significance. Sometimes he introduces, but does not develop, an interesting idea, such as his observation that a person whom the group likes attains a position of leadership. And, at times, he presents certain information without explaining the conditions of its usefulness in the discussion process; for example, his comments on the uses which groups might make of the Festinger hypotheses in improving the discussion process would have been valuable.

In line with the author's hope of stimulating further investigation of these concepts, one might ask if the main difference between conversation and discussion is that the subject of the latter is a specific problem; if there might not be serious difficulties in introducing "brainstorming" as such into the solution-suggesting phase of a discussion sequence; if the characterization of the discussion process as the sharing of personal opinions adequately represents the creative production of ideas by the group. But the author does well in challenging our thought on these and kindred issues, and has served us well indeed by doing so in a book that is at once informal and rich in ideas.

LAURA CROWELL
University of Washington

BUSINESS SPEAKING: A TEXT AND WORKBOOK. By James F. Clyne, Charles A. Dwyer, Edward J. Kolduff, and Ralph M. Zink. New York: Oxford University Press, 1956; pp. xvi+233. \$3.75.

Although the authors present their work for use as both a text- and workbook, it best serves the purpose of the latter. The ideas about speech which they present appear to be consistent with the general notions appearing in textbooks in the fundamentals of public speaking, but their treatment of organization, delivery, style, and even invention is of value only to those who have little or no training in speech. Perhaps the book would be useful in a course for adults in which the students are not the "reading type," but the contents are certainly superficial for students of public speaking and for instructors with professional and academic training and experience.

As a workbook, however, this publication has some merit. The specific assignments are likely to appeal to businessmen and to students of business administration. Instructors may use the self-appraisal forms to encourage improvement in performance. The drill materials may be helpful as tools in learning good speech.

Experienced instructors in business speaking, therefore, may find the workbook helpful in maintaining an orderly approach to the improvement of performance. Brevity, conciseness, and clarity are the book's virtues. Some of the examples of business speeches are helpful.

GEORGE L. HINDS
Wayne State University

A CASEBOOK IN STUTTERING. By Charles Van Riper and Leslie Gruber. New York: Harper and Brothers, 1957; pp. i+149. \$2.50.

What happens, diagnostically and therapeutically (within certain limits), to a person who stutters? In twenty-nine chapters the authors of this unique text- and workbook have attempted to answer this question by providing

. . . the beginning student of speech therapy some vicarious experience in examining, diagnosing, and planning therapy for a severe secondary stutterer.

What they have written in a "You are There" manner is easy to read and immediately understandable.

In the first seven chapters the authors introduce the stutterer, plan and conduct the initial interview, obtain the material for the case history, summarize it, survey interview-

ing techniques, and summarize supplemental interviews. Then come five "client-centered" chapters on the stutterer's autobiography, his attitude toward his stuttering, a test of that attitude, the stutterer's own evaluation of his problem, and his experiences with stuttering. Subjects of succeeding chapters are exploration of emotional factors, observation of the stutterer in actual speech situations, visual and auditory "confrontations," levels of aspiration, and the testing of motor skills.

There is some theoretical discussion of dysphemia, diadochokinesis, rhythmokinesis, and abnormalities of breathing. There follow an additional analysis of primary symptoms, a history of symptoms, an analysis of secondary symptoms, and an analysis of tremors. The three final chapters are "Previous Experiences with Therapy," "Therapy Plan" (which the authors present in both essay and outline form), and "Questions Over the Literature on Stuttering." (This latter consists of twenty-eight pages of questions on various published articles. The authors do not supply the answers to them!)

This unusual approach communicates a great deal of information. Everyone interested in speech therapy should have this book on his shelf.

MAX NELSON

Michigan State University

COMPETITIVE DEBATE (3d ed.). By George McCoy Musgrave. New York: The H. W. Wilson Company, 1957; pp. 170. \$2.50.

Like the two preceding ones, this edition of *Competitive Debate* serves its purpose of preparing the student for actual practice in inter-scholastic debate. Leaving the teaching of argumentation to other books, the author provides the beginner with a handy guide to rules and techniques without which he might be lost in the weekend tournament. In his unique twenty-three pages of "Rules and Techniques" Mr. Musgrave condenses all the essential meat of debate rules.

Mr. Musgrave also explains the customs and procedures of contract debating, the advantage-disadvantage form of case organization, cross-examination, strategy, judging, and the administration of forensics. The appendices include a discussion of the extent and value of debate, a list of national topics and winners of debates, and a bibliography of books and periodicals useful to the debater.

In addition to the fine codification of rules, the section on judging should be of special value, for in a brief twenty pages it instructs

the prospective judge in his specific duties and responsibilities.

One must commend Mr. Musgrave for taking a firm stand on some issues. He consigns the brief to oblivion. He advocates double-summary judging over the point score. He severely limits the concept of burden of proof. He eliminates the possibility of a straight refutation negative. He argues for advantage-disadvantage debating over the stock-issue method.

The greatest flaw in the book is its split interest factor. Part of it is an excellent collection of basic rules and instructions for the beginner, and the other part (on the administration and judging of forensics) is most valuable to the director of forensics. The gulf in knowledge which separates these two groups makes the market for the book rather scattered.

In spite of this split, *Competitive Debate* (along with some traditional textbook in argumentation) will prepare the beginning debater for high school and college debates. It will also be useful on the shelf of the director of forensics and in the hands of debate judges as a reference.

MALCOLM L. SILLARS

Los Angeles State College

THE ART OF READING ALOUD. By John Dolman, Jr. New York: Harper and Brothers, 1956; pp. xi+292. \$3.75.

The name of John Dolman, Jr. is a familiar and an esteemed one. For more than forty years he taught at the University of Pennsylvania and was active in community and college theatre. He served both the Speech Association of American and the Speech Association of the Eastern States as president. He is best known, perhaps, for his books on theatre, of which *The Art of Play Production* and *The Art of Acting* are famous. His son, Geoffrey Dolman, of Ursinus College, prepared *The Art of Reading Aloud* for the press after his father's death.

Although Dolman adheres faithfully to the concept of "art" in this book about "reading aloud," I found the title misleading. Three brief chapters touch on the whole field of oral interpretation, but the author devotes the remaining seven exclusively to poetry.

In the two brief introductory chapters Dolman makes careful distinctions among the various terms which pertain to oral interpretation, and between utilitarian and interpretative reading. He touches briefly, but soundly, on the recent history of interpretation in this

clarification of terminology. He also discusses the differences between reading aloud and acting.

The third chapter, "Basic Techniques in Reading Aloud" (in which the straightforward title leads one to expect strength), is, unfortunately, one of the weakest of the book. The author devotes considerable space to the eyes and the voice in reading, and some attention to listening. These items are certainly relevant, but a student would find the chapter, paradoxically, both too theoretical and too mechanical.

In the fourth and all the succeeding chapters the entire focus is on poetry. The approach is basically sound, with attention to what is *in* the poem, which the reader must discover before he can communicate it. Dolman differentiates between verse, poetry, and prose before he discusses the various aspects of poetic structure.

The chapters on scansion and related elements of conventional poetry are by far the best in the book, and in them Dolman makes extensive use of the analogy between poetry and music. One receives the impression of listening to a lecture by a man with a thorough knowledge of traditional poetic. This part of the book will interest anyone who is concerned with poetic structure. The treatment of free verse seems to be much less clear and authoritative.

Having treated structure at considerable length, the author moves on to meaning, and carefully stresses the need to co-ordinate these two aspects. Again the chapter heading, "Clarification of Meaning," surprises the reader. The material in it is sound, but the title is partially misleading. Under this heading Dolman treats such items as timbre and pitch pattern. The implication (which is, of course, true) is that these vocal aspects help to clarify meaning for the audience.

In the final chapter Dolman moves very definitely into voice and diction, with attention to enunciation, pronunciation, and utterance.

In the appendices there are a chart of the International Phonetic Alphabet and twenty-five poems for reading aloud, to all of which the author has referred in the text as examples of the aspects under consideration. The inclusion of the complete poem in the appendix seems to me to be an excellent idea. It avoids cutting up a discussion, and still provides the student with the full context from which the author has selected his examples. However, there is an undue limitation of these

poems in both type and period. There are four by Carl Sandburg, three by John Masefield, and two by Archibald MacLeish. The other poets (each represented by a single work) are Amy Lowell, Alfred Noyes, Rudyard Kipling, James Stephens, and Thomas Hardy.

Although the editors suggest *The Art of Reading Aloud* as a textbook, it is difficult for me so to recommend it. (It is extremely difficult, of course, to gauge textbook needs.) This book would probably be useful in some highly specialized courses, and it belongs in every library in which there is attention to either the interpretation or the analysis of poetry, or both. The teacher will find it valuable in his personal reference library as well.

However, the greatest contribution of the book is probably the richness of experience and enthusiasm the writing reflects. John Dolman, Jr. was one of the great teachers, and it is not easy to capture his inspiration on the printed page. One wishes he might have heard the lectures from which this book evolved.

CHARLOTTE I. LEE
Northwestern University

PLAYMAKING WITH CHILDREN (2d ed.).

By Winifred Ward. New York: Appleton-Century-Crofts, Inc., 1957; pp. xiii+341. \$3.50.

For ten years the original edition of this book has been the inspiration and practical guide of the ever-widening and ever-dedicated circle of devotees to creative dramatics. A sort of magic casts a halo around the author's very name. The influence of Winifred Ward's personality and philosophy has spread throughout the world of childhood education and by some alchemy has transmuted the dull and drab into a radiant glow of enchantment.

The 1947 editions of *Playmaking with Children* was the outgrowth of her years of teaching at Northwestern University, where she had seized upon an activity as old as childhood itself, dramatic play, and had studied, experimented, analyzed, organized, and finally crystallized it into a system, a ritual which one may teach and test, which bears the unmistakable stamp of Winifred Ward, and which is now always referred to (in capital letters) as CREATIVE DRAMATICS.

Playmaking, the term used interchangeably with creative dramatics [Miss Ward explains], is an inclusive expression designating all forms of improvised drama. . . . It is an activity in which informal drama is created by the players themselves. Such drama may be original as to

idea, plot, and character, or it may be based on a story written by someone else. Indeed, in dramatic play it is often as simple as one child's reliving of a situation from past experience or a fragment from a current event, motion picture, or televised program.

It sounds easy, and many an unwary teacher has plunged into its guileful waters only to find herself drowning in unsuspected whirlpools. She discovers that, before she ventures forth again, she must first learn to swim; and she clutches Miss Ward's book, in which she finds clear and explicit instructions which (at least on paper) seem wonderfully simple to follow. For the untaught and unskilled the pitfalls are many, and there have been some pretty terrible deeds in the name of creative dramatics.

After plainly stating that the purpose of informal drama in education is neither the training of actors nor the production of plays for an audience, nor even the developing of appreciation of drama as such, Miss Ward avows its objective to be the development of the child by self-expression through an art form, by means of a controlled emotional outlet, and through the guided use of his imagination. It is thus that children learn to work and play together in social co-operation, thinking and expressing themselves without fear. Here lay the basic philosophy of the first book, and we find that Miss Ward reiterates and reinforces the same ideas in the second edition.

At Northwestern most of Miss Ward's students were majoring in drama and speech, and many of them planned to teach creative dramatics in universities and teachers colleges. Since her retirement six years ago, this tireless lady has traveled from coast to coast, lecturing, conducting workshops, and just chatting with hundreds of teachers in elementary schools who have had no special training, but do have an overwhelming eagerness to learn to swim in these so familiar, yet so bewildering, waters. The new edition of *Playmaking with Children* shows the imprint of this recent experience, for Miss Ward no longer takes for granted that her reader has had training in speech. She presents techniques in a step-by-step manner easy for the beginner to follow. Chapter titles indicate the practical helpfulness of the book: "Dramatic Experiences of Little Children" (five through seven years), "Dramatic Play in the Middle Grades" (eight through ten years), "Improvisations of Older Children" (eleven through thirteen years).

Other chapters, such as "Literature for Playmaking," "Presenting the Story," and

"Plays Based on Stories," Miss Ward has retained from the original edition, greatly enlarging them and enriching them with illustrations she has collected in her travels across the country, with transcriptions of tape recordings of lessons taught by skillful teachers, and with new photographs of actual situations. The new chapter headings have special appeal: "Playmaking in Religious Education," "Creative Dramatics in Recreation," and "Therapy in Playmaking." The annotated bibliography is extensive. Miss Ward has enlarged the "Story List" and brought it up to date. The new "Record List" will be especially helpful to teachers seeking phonograph recordings of music for use in the classroom.

Playmaking with Children is already an indispensable classic on the shelf of many a worker in children's theatre. This second edition should take its place alongside the first, and extend its usefulness to the elementary school teacher, the Sunday school leader, and the camp director.

DINA REES EVANS

Cleveland Heights High School

THEATRE SCENECRAFT FOR THE BACK-STAGE TECHNICIAN AND ARTIST. By Vern Adix. Anchorage, Kentucky: The Children's Theatre Press, 1956; pp. xx+309. \$6.50.

In the foreword to this book Professor Arnold Gillette of the State University of Iowa writes,

Not many possess the ability to write in a concise manner when they must describe technical processes, fewer still have the ability to illustrate their work, and only a few indeed have the years of experience necessary to make what they have written about and illustrated of any great value to the reader. . . .

Those of us in the technical side of the theatre should be grateful that Mr. Adix (who certainly possesses the aforementioned qualifications) has written this book.

In addition to explaining thoroughly and concisely all the information a reader would expect in such a book, the author has included all sorts of time-, labor-, and money-saving hints. These short cuts alone would make the book valuable, but the author has not neglected the explanation of accepted construction and painting procedures in favor of catchy, short-cut methods.

The organization of the book is clear and

logical, progressing from a thorough discussion of the stage house and all its part through flat construction and three-dimensional pieces to painting, rigging, and so on, until the author has discussed all the aspects of the fascinating business of making scenery.

The illustrations are clear and directly supplement the textual material. Since all the illustrative material is pertinent and useful, the author must have exercised great care in selecting it. Even the photographs of settings clarify the text.

Although an experienced theatre technician will find answers to many of his questions in this book, the author has been very careful to define all terms which might confuse the beginner. This careful attention makes the book one which will undoubtedly find its place on the reference shelf of the designer who does ten shows a year as well as on that of the high school teacher who supervises only a single class play each spring.

In my opinion, the outstanding chapter is the one on painting and texturing. It is obvious that Mr. Adix is a skilled painter of scenery, since he discusses with such devotion this aspect of scenecraft. If only all fledgling designers would absorb the material in this chapter, they might spare themselves the disappointment of seeing their settings look like exactly what they are: muslin stretched over wooden frames, with no texture whatsoever.

There is also an excellent discussion of properties, a subject which many writers often summarily dismiss. Although by the author's own admission this chapter is a conglomeration of information, his careful indexing of properties and construction techniques makes it a valuable chapter indeed.

Probably everyone working in the technical phases of production has felt the need for a book detailing all the special hints about and short cuts to difficult jobs. It is indeed fortunate for the rest of us that someone so capable as Mr. Adix found the necessary time to write *Theatre Scenecraft*.

HOWARD BECKNELL
Kent State University

METHODS OF DEVELOPING THE SPEAKING VOICE IN THE ELEMENTARY SCHOOL (*Boston University Journal of Education*, Vol. CXXXIX, No. 1 [October, 1956]). By Wilbert L. Pronovost. Pp. 36. \$1.00.

This is a friendly guide for any teacher who has experienced the classroom frustrations which induce him to say desperately, "Speak

up!" or, "Speak more slowly!" The author lists desirable qualities of voice and then discusses them. These discussions include consideration of objectives, materials and procedures, and suggestions for evaluation and follow-up lessons. Each section, after a general introduction, is a sample lesson designed for a different grade level. The perceptive teacher will be able to adapt the ideas to his own grade.

The monograph ends with a brief description of the types of voice disorders that may appear in a classroom. One might wish that the type were a trifle larger for the benefit of the teacher who must read and teach at the same time.

DOROTHY KESTER
Co-ordinator of Speech Education,
Akron [Ohio] Public Schools

COVENANT WITH EARTH. By Lew Sarett. Gainesville: The University of Florida Press, 1956; pp. xxvi+177. \$4.75.

This is a selection of more than sixty previously-published poems by Lew Sarett, plus six poems hitherto unpublished in book form. Alma Johnson Sarett (currently an Assistant Professor of Speech at the University of Florida) has selected the poems from the four volumes of verse her late husband wrote. The foreword by Carl Sandburg first appeared in 1920 in *Many, Many Moons*, as did Sarett's introduction and appendix.

The title of the book is also that of one of the poems, and is highly significant because it expresses Sarett's absorption with life and death as immutable, natural forces of nature, as part of every person's covenant with the soil.

The third section of the book contains the Indian poems for which Sarett will always be best known and which constitute his particular contribution to American literature. Nobody has surpassed (or perhaps even equalled) his understanding and highly symbolic lyrical expression of the red man's music. (Louis Untermeyer once referred to Lew Sarett and Mary Austin as "the only true Amerindians.")

It is my guess that Lew Sarett's poetry will never be "classic" in any accepted sense of the word; critics will never count him among the great writers, perhaps not even among the good ones. Maybe that judgment is just as well. It takes nothing from what he gave, deletes nothing from a real contribution: his frank expression of a lust for life, his acceptance of destiny, his pure joy in discipline and hardship, his unforgettable accuracy of imagery of the woods, the world of nature, the folk, the

frontier. To a sacred and neurotic generation which cringes before life's outrageous attacks and retires from adventurous experience, Saret is like a fresh breeze from his frozen North, an affirmation of man's dignity and courage.

MOIRÉE COMPERE
Michigan State University

CHORAL READING FOR FUN AND RECREATION. Edited by Helen A. Brown and Harry J. Heltman. Philadelphia: The Westminster Press, 1956; pp. 63. \$1.00.

The editors make choral speaking sound easy and enjoyable, the correct approach to interest untrained leaders and speakers. In a brief introduction they give instructions for choral speaking in informal situations, camps, recreation programs, and clubs. They discuss the arrangement of speakers and poems into parts, without any arbitrary or unsuitable divisions.

The poems in this anthology are refreshing. They are short enough for use at odd moments in a day's program. They exhibit variety, and are not all the old familiar ones that appear in many books on choral speaking. The editors have arranged them under the headings of "Animals," "Ourselves," "Camping," "Moods," "Stug and Nonsense," "The Other Fellow," and "Thoughtful Moments."

A numbering system indicates the division of the poems for speaking. In the main, thought-phrases are the bases for these divisions, which come where there would be a logical pause in conversational speech. Such marking of divisions, however, stultifies the initiative and originality of both the group and its leader. One of the values of choral speaking is the development of the ability to think, feel, and act together according to democratically-devised plans. (Perhaps this is asking too much of an informal presentation of a recreational activity, whose "sole purpose," the editors state, "is to provide a unique and stimulating medium through which each individual member of any group can take part on an equal basis with everyone else.")

On second thought, this may be democracy at its finest.

DOROTHY KESTER
*Co-ordinator of Speech Education,
Akron [Ohio] Public Schools*

SPOKEN POETRY ON RECORDS AND TAPES: AN INDEX OF CURRENTLY AVAILABLE RECORDINGS ("ACRL [Association of College and Research Libraries] Monographs," No. 18). Compiled by Henry C. Hastings. Chicago: American Library Association, 1957; pp. 51. \$1.75 [paper].

Students and teachers of literature, speech, and drama will welcome this pioneer index of the recordings of poetry (ranging from short lyric works to the complete texts of classic plays) which have multiplied so in number and importance during the past several years.

In the main index the compiler has listed 581 discs and tapes and included references (under author's names) to the contents of 136 anthologies. The entries include the name of the manufacturer or distributor of each recording, specification of the recording as disc or tape, playing speed, and number of discs or reels. The compiler also lists the prices of those recordings which are unavailable through regular commercial channels.

The complete contents of 136 anthologies are the subject of a separate list. Supplementary lists supply information concerning the records themselves: record labels and manufacturers, record dealers, and titles of periodicals in which lists and reviews of non-musical recordings appear. The compiler does not index records for children below the high school level.

JON HOPKINS
Eastern Illinois State College

KEEP LISTENING. By Frances Warfield. New York: The Viking Press, 1956; pp. 158. \$2.95.

One might call this an "inspirational" book, but it is certainly not an attempt to sermonize. It is a message, but, even more, a personal story well fortified with realism. It is an appeal to the hard-of-hearing person which says, "Look: Here are the facts of life."

Miss Warfield carries the reader through a fascinating, intimate saga of her own years of struggle *against* her hearing loss into her days of gradual enlightenment and her ultimate "rehabilitation": the time when she honestly accepted her handicap and adjusted to it reasonably.

The author is a competent writer who does an unusual job of integrating popular style with sound scientific fact, a rare combination these days. She indicates most lucidly (even including her reactions on the operating table) what the "fenestration" and "mobilization" surgeries for otosclerosis involve. Miss Warfield was fortunate: the operations eventually restored her hearing to normal. Not many otosclerotics (and all hard-of-hearing persons) can expect such good results, but all of them can gain fortitude and possibly a sense of humor from reading this candid book.

FRANCIS X. BLAIR
Kent State University

IN THE PERIODICALS

Erik Walz, *Editor*

COMMUNICATION

FRAZIER, ALEXANDER. "Making the Most of Speaking and Listening Experiences," *The English Journal*, Volume XLVI (September 1957), 330-338.

The author points out that oral language activity in the English classroom involves listening as well as speaking. He believes that the most promising road to the development of better listening is to relate its improvement to the improvement of speaking. The problem is one of making the most of all speaking and listening experiences in the class room with the end of improving the quality of every oral language activity. He then proposes (1) a framework for speaking and listening experiences, (2) considers ways of organizing for purposeful listening and (3) suggests some sample activities. This article is the first in a series of two.

FURNESS, EDNALUE. "Improving Reading through Listening," *Elementary English* (May 1957), 307-311.

The writer's purpose in this article is to show how to develop reading and listening reception, comprehension and vocabulary. Several recommendations for the improvement of reading through listening are made: (1) Identify those who are performing below capacity, (2) Build instruction around individual differences, (3) Train and guide the student to master a sight vocabulary and (4) Take into consideration reading-age scores.

Personal Communication-Making School Leavers Articulate, *The Times Educational Supplement*, No. 2, 1955 (June 14, 1957), 853.

This article suggests some aids to the young man or woman who will be taking their first jobs and must rely on their power of expression and communication. Effective personal communication does not "come naturally" to the majority of people and it is necessary for them to be trained. Make the speaker aware of illuminating material, recognize and isolate the real point, be interested in the listeners, are some suggestions. Most important of all make the

young and inarticulate conscious that communication is more than just talk.

WIKSELL, MILTON. "How to Talk Back to Somebody Who Is Mad," *Today's Speech*, Vol. V, No. 3 (September 1957), 3-5.

Some good advice, to those who do not wish to get entangled in an emotional argument, is set forth by the author. The importance of the other person and respect for his opinion is primary. Asking questions after, being fair in passing judgment, controlling temper, counter questions, are only a few of the tactics to be used by an individual who is dealing with a hothead.

TOPP, ROBERT E. "College Teachers Must Teach Better, As Well As More," *The Educational Forum*, Vol. XXI, No. 2 (January 1957), 207-209.

An article directed to all college teachers. The author suggests that some elements that will arouse and hold the attention of students are enthusiasm, skill in the use of words, understanding human nature and last but not least, the art of communicating. More student participation in discussion, reports, critiques, panels, debates would make learning more meaningful. Finally, the author feels that not enough use has been made of audio-visual aids, field trips and exchange lectures.

HINES, V. A. "As Others See You," *Progressive Education*, Vol. 34, No. 4 (July 1957), 126-127.

The writer suggests that even in the best of schools changes can be made to improve the existing curriculum. Commendations and suggestions made by an evaluating committee for a conventionally organized secondary school are presented in this article. They may be a useful source of ideas for other faculties who wish to make improvements in their programs. In the area of speech, the students did have great facility with oral language. However, the development of communication skills by which conflicts are resolved and agreements reached was recommended. Group dynamics and group processes should be investigated and used.

SPEECH AND HEARING THERAPY

BLACKMAN, RUTH S. AND BATTIN, R. RAY. "Case Study of Delayed Language," *The Journal of Speech and Hearing Disorders*, Vol. 22, No. 3 (September, 1957), 381-384.

Because of the difficulty in tracing the genesis of delayed language development, the particular case study presented by the authors is of special interest. It reaffirms the need for thorough exploration into the child's history and family situation and the willingness to go beyond surface answers.

BROWN, DON. "What Is the Basic Language Skill? ETC: A Review of General Semantics," Vol. XIV, No. 2 (Winter 1956-1957), 103-118.

The word "auding" is presented in this article as the term which might fill in the quadrant of language skills: reading, writing, speaking, and "auding." It is the word to use when one wishes to refer to the hearing, listening to, and recognition of oral symbols. The author suggests that the process of "auding" is the basic language skill and presents as evidence some of the work which has been done in aphasia.

CARROW, SISTER MARY ARTHUR. "Linguistic Functioning of Bilingual and Monolingual Children," *The Journal of Speech and Hearing Disorders*, Vol. 22, No. 3 (September, 1957), 371-380.

In order to study the effect of bilingualism (Spanish-English) on the mastery of a single language (English), fifty monolingual and fifty bilingual third grade children were selected from four elementary schools in San Antonio, Texas. The groups were similar in regard to age, grade, socio-economic status, and intelligence. Their language skills were determined by tests in silent reading, spelling, arithmetic reasoning, hearing vocabulary, oral reading, and articulation. A three minute sample of oral language was also taken.

The results of these tests were mainly in favor of the monolingual group of children and on the basis of the findings, the author makes some helpful suggestions to teachers of bilingual children and to those who might be interested in doing further research in this area.

GREEN, MARGARET C. L. "Speech of Children Before and After Removal of Tonsils and Adenoids," *The Journal of Speech and Hearing Disorders*, Vol. 22, No. 3 (September, 1957), 361-370.

The author surveyed 377 unselected cases of children between the ages of three and eight years, for whom the removal of tonsils and/or adenoids was necessary. All children were examined by an otolaryngologist and a speech therapist before surgery. Of this group 158 children were re-examined after surgery. From the results of this study, it would seem that speech is affected by diseased tonsils and/or adenoids and that surgery does help strikingly in most cases, particularly where there are no other contributing factors.

HEDGECOCK, LEROY D. "Hearing and Acoustical Handicaps," *Public Health Reports*, Vol. 72, No. 9 (September, 1957), 818-824.

This article which might be especially helpful to interested laymen presents the position of the hard of hearing person in a world where communication is of psychological and social necessity. It explains in clear language the phenomenon of "sound," the human ear, medical treatment of hearing disorders, the use of the hearing aid, and compensatory skills of the hard of hearing person.

LORE, JAMES I. "A Technique for Developing Adequate Post-Plosive Aspiration," *The Volta Review*, Vol. 59, No. 8 (October, 1957), 351.

A technique is presented to aid in teaching the production of the unvoiced "p," "t," and "k" sounds. It takes advantage of the *post-plosive aspiration* and might be especially helpful in the instruction of persons with cleft palate, hearing loss, or a foreign accent.

MARAIST, JEAN ANN and HUTTON, CHARLES. "Effects of Auditory Masking Upon the Speech of Stutterers," *The Journal of Speech and Hearing Disorders*, Vol. 22, No. 3 (September, 1957), 385-389.

A group of fifteen adults were the subjects in this study of the effect of auditory masking on stuttering. It was again shown that errors in and duration of passages read decreased as masking level increased. The authors point out that a masking level of 50 db was sufficient to produce a sizable decrease in stuttering and that using auditory masking at this level might be helpful clinically.

MECHAM, MERLIN J. "Bibliography of Publications on Speech and Hearing in Cerebral Palsy," *The Journal of Speech and Hearing Disorders*, Vol. 22, No. 3 (September, 1957), 348-355.

This listing is of publications in the English language from 1933 to 1956.

MYKLEBUST, HELMER R. "Babbling and Echolalia in Language Theory." *The Journal of Speech and Hearing Disorders*, Vol. 22, No. 3 (September, 1957), 356-360.

The relationship between language development and certain psychological processes is discussed. Reference is made to the infant's need for identification with humans attending him, for internalization so that symbol and experience become related, and for assimilation in order to increase the ability to make abstractions. Language disorders during this early development are also given attention.

SUMMERS, RAYMOND. "Speech and Hearing Therapy in Indiana Public Schools," *Exceptional Children*, Vol. 24, No. 3 (November, 1957), 110-122.

The author gives an idea of the strides that have been made and points towards further needed improvements in the speech and hearing therapy program in Indiana. The article covers such aspects as: state legislation, hearing conservation and education for children with impaired hearing, requirement for reimbursement for special education programs, personal data of therapists, the role of clinics affiliated with colleges and universities. The statistics given and the approach towards the program might be of interest to those trying to establish speech and hearing therapy programs in their communities.

WILLIAMS, DEAN E. "A Point of View About 'Stuttering,'" *The Journal of Speech and Hearing Disorders*, Vol. 22, No. 3 (September, 1957), 390-397.

"The purpose of this article is to present a point of view about the speech behavior labeled 'stuttering,' along with relative implications that appear pertinent when one studies and attempts to formulate retraining procedures. Emphasized particularly is the so-called 'stutterer's' way of thinking, both about himself as a speaker and about the things he does as he speaks." (p. 390)

PUBLIC SPEAKING

SCHMIDT, RALPH N. "How Long Should You Speak—and why?," *Today's Speech*, Volume V, No. 3 (September 1957), 7-8.

The author replies to the title of his article as follows, "A good speech is long enough to

cover the subject and short enough to be interesting." He has implied that no universally valid reply can be given to the question, "How long should I speak?" He states that adaptability is the key to making a talk long enough to cover the subject adequately. Four techniques are then presented to help a speaker gain adaptability.

HILL, HOWARD T., Jr. "Bringing Figures to Life," *Today's Speech*, Volume V, No. 3 (September 1957), 11-12.

Statistics may be used in speeches and the methods of attaining a vivid effect are easy to master. Six illustrations from speeches are then presented to show statistics need not be dry. Statistics take on new meaning by relating them to percentages, common interests or more easily understandable material. The use of parallel construction, imagery and examples are also useful aids to gain a vivid effect.

CONNOR, L. E. "Accustomed As You Are To Public Speaking," *The School Executive*, Volume 76 (May 1957), 65.

The author emphasizes the fact that school administration is a leadership profession. Because of this, administrators inevitably meet and talk with many groups of people. A skill and facility in public speaking, psychology of oral communication, analysis, sensitivity, training, the needs and interests of the audience are, the author states, "the never ending and slowly developed body of skills and insights," needed by school administrators.

GOLIGHTLY, M. C. "Maneuverability—A Skill Every Speaker Needs," *Today's Speech*, Vol. 5, No. 3 (September, 1957), 13-14.

Oftentimes the public speaker must change the material content of his speech to hold the interest of an audience. It is suggested that the teacher in the classroom acquire and develop this virtue of maneuverability. Examples are given to show how this can be done to the advantage of teacher and learner. It is assumed, of course, that deviations from normal classroom procedure are made with discretion.

AUER, J. JEFFERY. "American Public Address and American Studies: A Bibliography," *American Quarterly*, Volume IX, No. 2, Part 2 (Summer 1957), 217-222.

A valuable and useful bibliography to give direction to those who wish to study and analyze the history of American public address.

The bibliography consists of articles dealing with the understanding of rhetorical criticism, how it is distinguished from literary criticism and its relations to historical analysis and interpretation. Another section has material available for the study of public address as a force in the development of American history. The beginnings of a history of public address in America and the character of the training in rhetoric by universities and colleges are covered in the last two sections.

ORAL INTERPRETATION

MILLER, JAMES E. "Four Cosmic Poets," *The University of Kansas City Review*, Volume XXIII, No. 4 (June 1957), 312-319.

The author states that the best defined poetic tradition of today is exemplified by T. S. Eliot and "The Waste Land." The task of this tradition has been a reappraisal of the past with its tendency to "religious denial of the possessed physical, a mystic cry for the unattainable spiritual." He goes on to say that another group of poets has established a tradition equally distinguished but has received little attention. These poets are Walt Whitman, D. H. Lawrence, Hart Crane, and Dylan Thomas. An interesting study follows which would be of value to interpretation classes studying these particular poets.

AUDEN, W. H. "Making and Judging Poetry," *The Atlantic*, Vol. 199, No. 1 (January 1957), 44-52.

An excellent opportunity, for those interested in the writing or the interpretation of poetry, to study the approach to this art by the distinguished Englishman, W. H. Auden. Poems are appreciated by many kinds of people for many different reasons but as Mr. Auden states, "There is only one thing that all poetry must do: It must praise all it can for being and for happening."

DRAMATICS

BOYD, GERTRUDE A. "Role Playing," *Social Education*, Volume XXI No. 6 (October, 1957), 267-269.

The author states that sociodrama or role playing is not a cure-all for the problems of individuals and groups. However, this drama technique has been used for social purposes since the beginnings of man. To broaden his vocational horizons, to become aware of the world about him, to understand himself are only some of the benefits derived. Role playing

provides face-to-face communication skills in facial expressions, gestures and intonation.

DEISEL, LEOTA. "The Traveling 'Fair Lady,'" *Theatre Arts*, Vol. XLI, No. 10 (October 1957).

Much money had to be returned to would-be ticket purchasers because of the great demand and limited seating capacity for the traveling *Fair Lady*. Nothing was spared to make the road company an exact duplicate of the Broadway show and the newspaper articles quoted in this article prove its overwhelmingly warm reception.

LANSDALE, NELSON. "More Anouilh for America," *Theatre Arts*, Vol. XLI, No. 10 (October, 1957), 71-72, 92.

A brief summary of the plot and a list of cast and production staff of *Time Remembered* are given. "The 'what' of a drawing room comedy is seldom of importance, the 'who' and 'how' are everything." Unlike the social criticism of Shaw, who speaks through his characters, Anouilh achieves the opposite. You can't tell what is the philosophy of life of each of the main characters. He creates an incredible but much alive world.

FUNKE, LEWIS. "Uncle Vanya (from Fourth Street to Film)," *Theatre Arts*, Vol. XLI, No. 10 (October, 1957), 28-29, 84.

The winter 1956 production of *Uncle Vanya* with only one cast change (Signo Hasso could not do it) is being made into a film for art theaters. This is being brought about largely through efforts of Franchot Tone. In an interview, Mr. Tone tells his reasons for wanting to make the film and just how he went about doing so.

MINOFF, PHILIP. "Mr. Osborne Isn't Really That Angry," *Cue* (October 26, 1957), 10.

An interview in which Mr. Osborne says that Jimmy Porter, the protagonist in *Look Back in Anger* is a creation, not an autobiographical figure, is recorded. A second Osborne play, *The Entertainer* with Sir Laurence Olivier, will be coming here this winter. Mr. Osborne points out two differences between the theater in Britain and America. In Britain nobody pays any attention to the critics and he feels this is the "sort of respect they merit." Another difference is our general unwillingness to give credit to the talented playwright who just does not happen to be a commercial success.

JURKOWSKI, HENRYK, "Puppet Theatre," *World Theatre*, VI, 2 (Summer, 1957), 133-138.

In keeping with *World Theatre's* summer edition devoted entirely to the theatre of Poland, this article deals with the rapid development of the puppet theatre in Poland after World War II. Today there are "28 marionette theatres receiving state subsidies and many others run by co-operatives and private individuals."

CSATO, EDWARD, "Leon Schiller's Monumental Theatre," *World Theatre*, Vol. VI, No. 2 (Summer, 1957), 89-98.

Leon Schiller's life, from his birth in 1887, through his association with the Polish Theatre in Warsaw after World War I, and with the Bogoslavski Theatre, where he was co-manager, through the long list of productions which he staged, his activities during World War II, and the various phases of his artistic beliefs, is traced by the author, who overlays the entire article with a warm and sincere admiration for Schiller's immense genius and love for the theatre.

JULIEN, A. M. "Opening of the Theatre of the Nations," *World Theatre*, Vol. VI, No. 2 (Summer, 1957), 141-145.

The establishment this year of a "Theatre of the Nations" in France is discussed, tracing the development of the enterprise from the idea's inception in 1947 at a congress of the International Theatre Institute. Productions already given are not discussed in the text, but photographs accompany the article of *Don Quichotte*, *Galileo Galilei—La Vie de Galilee*, and *The Threepenny Opera*.

KLOTEN, EDGAR, "Drama Before The Bar," *Players Magazine*, Vol. 34, No. 1 (October, 1957), 7.

This article describes the successful publicity campaign for *The Trial of Mary Dugan* as presented in the actual Probate Courtroom in the Municipal Building at Hartford, Connecticut by Hillyer College Theatre.

JURGENSEN, KAI, "Producing on a Shoestring," *Players Magazine*, Vol. 34, No. 1 (October 1957), 6-7.

In high school drama, a tendency to timidity and a fear of directing in imaginative styles and designs is the general theme of this article. Learn from mistakes, avoid playing safe, develop ingenuity and above all, develop and ac-

quire courage. Suggestions are made with regard to choice of plays and the playing of comedy and tragedy.

JOHNSTON, VIRNE E. "Playwriting Seminar," *Players Magazine*, Vol. 34, No. 1 (October, 1957), 8.

In Canada, the London Little Theatre has raised the question, "How can we develop playwrights in Canada?" They have done something about this problem by establishing a seminar for playwrights. The results are encouraging. The Third Annual Playwriting Seminar is scheduled in London, Ontario, Canada for July, 1958.

SCHENK, A. P. "The Obsolete Class Play," *Players Magazine*, Vol. 34, No. 1 (October, 1957), 8.

"The merits of a class play in secondary education are questionable in many of our secondary schools in this country." With this opening statement an analysis is made of the supposed advantages of the class play. To see the end of the class play should cause no regrets.

TILFORD, BOB, "The Care and Training of Critics," *Players Magazine* Vol. 34, No. 1 (October 1957), 10.

Regional theatre (community, college, or professional) with serious and cultural aims for its community should be respected. Criticisms of the productions, therefore, ought not to be relegated to the society columnist or college student who knows absolutely nothing about the theatre.

RADIO, TELEVISION, FILM

ADAMS, JACK, "Television's Friend in the White House," *Television Magazine*, Vol. XIV, No. 10 (October, 1957), 45-47, 109.

The author outlines the tremendous role James C. Hagerty, Presidential press secretary, plays in this new era of TV news and political reporting wherein, as Mr. Hagerty is quoted as saying, "TV has a more intimate impact on the public . . ."

JOHNES, P. W. "Film Programming is Complex Job in New York," *Film World*, Vol. XIII, No. 10 (October, 1957), 556, 558.

The author, in charge of films for the Museum of the City of New York, deals with the many problems (and how to solve them) of

programming films "for three-year-olds, for non-English speaking people, for office workers and dress makers, transit workers and construction men, for interior decorators and college professors—."

SCHWARTZ, JR., JOHN C. "A Report of DAVIS First Educational TV Workshop," *Film World*, Vol. XIII, No. 10 (October, 1957), 554.

The First Educational Television Workshop was held this summer in Hagerstown, Maryland, under the auspices of the Division of Audio-Visual Instruction for the NEA, and the author discusses various phases of the workshop sessions, expressing the immense enthusiasm of the 30 audio-visual leaders who attended the workshop.

MILLER, DON. "Films on TV," *Films in Review*, Vol. VIII, 8, (October, 1957), 414-417.

The popularity of the Western, with which this article is largely concerned, is traced back to William Boyd, better known as Hopalong Cassidy. It was he who started what has developed into a tremendous number of filmed Westerns on television, and Mr. Miller points out that these shows, called "adult" Westerns, are as popular with grown-ups as with children.

KOVAL, FRANCIS. "Venice 1957," *Films in Review*, Vol. VIII, No. 8 (October, 1957), 375-382.

Outlining the methods by which this year's Venice Festival (August 25 through September 8) films were chosen, the author explains why many films thus selected proved unworthy of the festival and why a supplementary program had to be furnished. The festival films are then reviewed. A few titles discussed are Spain's *Un Angel Volo Sobre Brooklyn* (*An Angel Flew over Brooklyn*); Yugoslavians' *Samo Ljudi* (*Only Men*); Britain's *The Story of Ester Costello*; and Mexico's *Los Salvajes* (*The Savages*). In diary form, however, the entire festival schedule is dealt with.

FAIRBANKS, JR., DOUGLAS. "Producing vs. Acting," *Films in Review*, Vol. VIII, No. 8 (October, 1957), 383-386.

Reasons, both practical and artistic, for the author's preferring the complicated and de-

manding responsibilities of film production, which he characterizes as creative, "absorbing and satisfying," are discussed. At the same time, he touches on his career as an actor and his connection with television producing ("in the past five years . . . 180 half-hour TV plays") and what's to be learned from the different requirements of this medium.

HOWE, QUINCY. "The Rise and Fall of the Radio Commentator," *The Saturday Review*, Vol. XL, No. 43 (October 26, 1957), 13-15, 37.

The author points out that television has brought on a whole new crop of "newscasters, interviewers, masters of ceremonies, and assorted experts," but not new news analysts; and, after dealing with the great names among radio news commentators, offers a lucid and valid explanation.

CORNWELL, BRUCE. "Shooting Art," *Film News*, Vol. XVII, No. 2 (Summer 1957), 22-23.

The author states that in filming "The London of William Hogarth," the primary object was to take the viewer back into the 18th century. A discussion of the problems of achieving fluidity of movement is set forth in this article.

SAMPLE, WILLIAM D. "Impro-Drama," *Today's Speech*, Vol. V, No. 3 (September 1957), 3-5.

Television going into its second decade has a scarcity of new ideas, programs and concepts. Very soon a critical programming problem will emerge according to the writer. It is his belief that a new concept in theatrical entertainment, based on the Commedia 'del Arte, may be the next innovation by the networks. Trained actors would then improvise a full three-act play either in drama, tragedy, melodrama, or comedy.

BILLER, EDWARD L. "Television, Conservation, and Community Resources," *Social Education*, Vol. XXI, No. 6 (October 1957), 251-254.

The author of this article, a Specialist in Geography in the Department of Education of Baltimore, Maryland, presents a plan and helpful suggestions for organizing a television program for viewing by secondary school pupils.

AUDIO-VISUAL AIDS

Jon Hopkins, *Editor*

MAKEUP FOR THE STAGE. Paramount Cosmetics and Theatrical Makeup, 247 W. 27th St., N. Y. 1955. Silent. Color. 70 frame filmstrip.

Beginning or experienced play directors, drama class teachers, and Thespian sponsors! Here is the answer to your need for a clear explanation and demonstration of basic makeup techniques.

One of Mr. Richard Johnson's Barrington (Ill.) High students is the subject used in the filmstrip. Since one person is used throughout the film, the effects of character change by makeup are clearly evident. The film progresses in logical sequence from basic steps through complex character makeup, using built up beard, wig, etc.

Additional highlights to be noted in this filmstrip include: the use of products from several different companies; the anticipation of questions which students may ask and answers provided for those questions; clear directions; words of caution given to prevent the creating of grotesque characters; a demonstration of proper methods for building false faces and false hair pieces.

This filmstrip is a complete teaching device because the guide includes in addition to the frame explanations, review questions, exercises, and appendixes giving concise information on makeup for the neck and hands, blending synthetic fibres, eye modeling, special effects, etc. Titles of books and films for further study are suggested.

I have used this filmstrip in class and for a workshop on makeup in Thespians, and know that it is an effective teaching device.

AUDREY DENNIS SOLI
Genoa-Kingston (Ill.) High School

CHARACTER MAKEUP FOR MEN. University of Minnesota, A-V Education Service, Minneapolis 14, Minn. 1955. 17 min. Sound. Color. \$160.

A student actor chosen to play the role of Polonius in Hamlet studies his character part until he understands it reasonably well. With this background understanding he demonstrates

some of the makeup techniques applicable to his problem. He discusses shading, highlighting, and lining the face to produce the appearance of old age. Among other details he prepares and applies a mustache and a beard. Helpful to the audience was the technique of presenting the details of his method on cartoon faces.

Some teachers may feel that the presentation in this film is too specifically suited to old-man characters and not devoted to a consideration of more general makeup principles. The title of the film should be ample warning as to the content. Other teachers may feel that too much basic knowledge of makeup on the part of the student is taken for granted. There is merit in this criticism.

The overall evaluation of the film is *Good*.

DELTA POST
Brookings (S. Dakota) High School

COLOR AND LIGHT: STAGE TECHNIQUE. University of California, Film Sales Dept., Los Angeles 24, California. 1952. 7 min. Sound. Color. \$80.

The primary function of this film as far as the Speech teacher is concerned is to illustrate the use of various combinations of colored lights to produce stage effects.

The basic principles of light and color such as Newton's discovery of the breaking up of light passing through a prism, are explained with animation and regular photography. Filters break up a white light and give colors even as a combination of colors give a new color. These principles are applied to creation of lighting effects on a model stage.

JAMES DAVID
Hellertown (Pa.) High School

THE CONGRESS. EBF. 1954. 20 min. Sound. Black and White. Sale: \$100. Rental: \$4.50.

This is an excellent film for classes in American Government or Problems of Democracy, but of little use for classes in Parliamentary Procedure where the focus is on assembly procedure.

It does present quite clearly three things:

1) the strength of the people in a democracy, 2) how a Congressman works, and 3) how congressional committees work.

HAROLD J. O'BRIEN
Pennsylvania State University

THE CONDUCT OF CONGRESSIONAL INVESTIGATIONS. McGraw-Hill Text films, 330 W. 42 St., New York. 1955. 26 min. Black and White.

This is a film of Edward R. Murrow's "See It Now" TV program of May 18, 1955 in which three legal educators discuss the functions, purposes, and powers of investigating committees, three major types of investigation, the relation of committees to constitutional rights, and possible changes in rules and procedures.

Of what use is such a film to the teacher of Speech? It is a good tool for the study of propaganda techniques. It stresses the power of the chairman or the sub-committee.

WILLIAM CHARLES
Dixon (Ill.) Public Schools

DESCRIBING AN INCIDENT. Coronet. 1949. 10 min. Sound. Black and White: \$50. Color: \$100.

Two girls relate their versions of an incident as each interprets it. The first version told in a halting manner is ineffective. The second young lady is coherent, fluent, and stylistically pleasing. The film dramatizes well the differences between a well told story and an uninteresting stumbling communicative effort.

IRENE RITTER
L'Anse, Michigan

PIONEERING FOR AMERICA'S CHILDREN. National Society for Crippled Children and Adults, 11 S. LaSalle St., Chicago 3. 30 min. Sound. Color. Rental \$3.

Children with cerebral palsy are treated at the Cerebral Palsy Clinic at Buffalo Children's Hospital, and the types of treatment available

there for the children are shown in this color film.

It is a good film, and is of particular interest to parents and groups interested in the rehabilitation of the cerebral palsied.

JEANNETTE M. ALLMAN
Canton (Ohio) Public Schools

NEW VOICES. Produced by the Cleveland Hearing and Speech Center. Available from Indiana University Audio-Visual Center. 1949. 20 mins. Sound. Black and white. Sale \$75. Rental \$3.50.

There are two versions of this film; the one reviewed here deals with the training of laryngectomy cases before and after surgery. It is also intended for the patient's family, his teachers and for speech therapists. The film relates how the cancerous condition was discovered by chance, and shows post operative training which is offered to the patient by his doctor and also by former laryngectomy patients. Following the operation, pictures are shown of the patient visiting with esophageal speakers, formal training at the speech clinic and the initial visit to the speech club formed for such cases, which is known as the lost cord club.

The first part of the film is silent, though explained by a narrator. It seems that the value of the film would be increased had it been made with sound throughout. The samples of esophageal speech are typical and of unusually good quality. The essential steps in diagnosis and of setting up a rehabilitation program are well worked out, though the actual instructional phase seemed to have been minimized unduly, and the photography lacks sharpness throughout.

It seems that this film should serve admirably as an education film to be shown before civic and community groups as well as an orientational and instructional film for laryngeomees.

A. C. LAFOLLETTE
Ohio University, Athens, Ohio

THE BULLETIN BOARD

Ordean G. Ness, *Editor*

"The Bulletin Board" respectfully solicits your assistance in making this department possible. In addition to items from colleges and universities, we also want to include news about interesting activities in our secondary and elementary schools. We will be glad to receive your news notes at any time, but specific deadlines for the year's issues are as follows: January issue, October 25; March issue, December 20; September issue, June 24; November issue, August 25.

The new address for "The Bulletin Board" is Department of Speech, University of Wisconsin, Madison 6, Wisconsin.

THE HIGH SCHOOL QUESTIONS

Robert H. Schacht, Chairman of the NUEA Committee on Discussion and Debate, has announced the subjects for 1957-1958. The discussion questions are:

1. What should be the nature of United States foreign aid to our free world allies?
2. To neutral countries?
3. To communistic countries?

The proposition for debate are:

1. *Resolved:* that all United States foreign aid should be administered through the United Nations.
2. *Resolved:* that direct United States economic aid to individual countries should be limited to technical assistance and disaster relief.
3. *Resolved:* that United States foreign aid should be substantially increased.

EDITOR'S NOTE: The decision on the single proposition to be used in second semester debating in high school was made at the meeting of the Central States Speech Association held in Chicago during the last week in December. An announcement of this decision was issued immediately following the CSSA session. (See the March, 1958 issue).

THE COLLEGE QUESTIONS

Austin J. Freeley of John Carroll University, chairman of the Committee on Intercollegiate Debate and Discussion, has announced the questions for 1957-1958. The national discussion question is, How can our colleges and universities best meet the increasing demand for higher education? The debate proposi-

tion is, *Resolved:* That the requirement of membership in a labor organization as a condition of employment should be illegal.

CONFERENCES, CONVENTIONS, FESTIVALS, INSTITUTES, AND WORKSHOPS

The Annual Convention of the Speech Association of the Eastern States will be held at the Sheraton-McAlpin Hotel from April 17 to 19. An extensive program of workshops and sectional meetings covering all aspects of the Speech field is being planned. Stanley Burnshaw, President of the Dryden Press, will be luncheon speaker at the convention. The Speech Association of the Eastern States will celebrate its fiftieth anniversary in the Spring of 1959.

The Southern States Speech Convention will be held at the Rice Hotel in Houston, Texas March 31 to April 4.

The Central States Speech Association held its first three-day meeting in its history December 26, 27 and 28 in Chicago. Featured speakers at the general sessions were John Dietrich, Reverend Harold Bosley, and Harold Westlake. Dr. Dietrich, second vice-president of SAA, opened the conference with an address entitled "Theater Is Speech"; Reverend Bosley, once a college national champion in extempore speaking and now the author of almost a dozen books-in-print, spoke on "Preaching on Controversial Issues." Harold Westlake gave an address in the area of speech correction and audiology.

Two other features at the general sessions were the first annual presentation of awards to outstanding young teachers and an exhibition debate on one of the three high school propositions. In addition approximately thirty sectional meetings were held.

The Western States Speech Convention met at Santa Barbara, California November 28 to 30.

On November 22 and 23, twenty-five Florida high schools participated in the annual drama festival at the University of Florida. The two-

day event, sponsored jointly by the Speech Department and the General Extension Division, included the presentation of one-act plays and interpretative readings.

The annual Conference on Communication in Business and Industry was held at Kent State University, November 13. Among the speakers were C. J. Dover of the General Electric Company, Nicholas M. Fillo, Regional Director of the Federal Mediation and Conciliation Service, and George Hinds, Manager of the Executive Development Programs of Wayne State University. Professor James N. Holm was chairman of the Conference.

At the annual meeting of the Maine Speech Association, the following officers were elected: Mrs. Barbara Browne, Bangor High School, president; Brother Benilde, C.F.X., John Baptist High School, vice-president; William L. Whiting, University of Maine, secretary-treasurer; and Mrs. Robin Werner, Brewer High School, and Miss Carol E. Prentiss, University of Maine, executive committee members. Approximately 125 persons attended the Portland meeting.

The Department of Speech of the University of Maine, in cooperation with the Maine Speech Association, will hold an Oral Interpretation Clinic, January 10, 1958. Mr. James Barushok, University of Maine, is chairman in charge of the clinic.

Henry C. Youngerman, president of the New York State Speech Association, has announced that the 16th Annual Conference will be held at the Onondaga Hotel, Syracuse, on March 14 and 15. Miss Frances M. Brown of the Kingsford Park School, Oswego, is president-elect, and J. Edward McEvoy, Syracuse University, is general conference chairman.

CURRICULA AND NEW FACILITIES

Curriculum revisions at Mount Holyoke have resulted in four new one-hour courses: oral communication, voice, diction, and reading aloud; a new speech requirement was also instituted. Beginning with the Class of 1961 each student must take from one to three hours of speech before graduation.

The University of Minnesota Duluth Branch Department of Speech, including the Speech and Hearing Clinic, will move into new quarters in the Humanities Building now under

construction on the new campus. The move will be made in time for the beginning of either the Winter or Spring Quarter.

Adelphi College announces that its Speech and Dramatic Art Department and the Speech and Hearing Center are now offering a program of graduate study leading to the M.S. degree in speech and hearing rehabilitation. Mrs. Mary Lou Plugge is chairman of the speech department, and Dr. Leola S. Horowitz is director of the Speech and Hearing Center.

In September Moravian College and Theological Seminary speech classes began meeting in a specially constructed "floating" studio on campus. Ideal for broadcasting and recording individual students or groups up to fifty, the sound studio will be equipped with acoustical variables ranging all the way from a "live" small room to a vast auditorium.

The Department of Speech at Temple University will continue to teach a new course in the General Education program which has been established at the school. The course is entitled, "Speaking in Democratic Society." It is essentially a course in public speaking but registration is limited to students who have taken or will take concurrently a year's course in the social sciences. Subject matter in the social sciences course will be used as the basis for speeches and discussions in the speech course.

The graduate program in language skills at South Dakota State College, designed to prepare beginning college instructors in speech, English, and communication, entered a second year with seventeen students. Under consideration for next year is a variable schedule that would enable graduates to commence work any quarter and earn the Master's degree in one year.

The Speech Department at SDSC has moved from Old North into space available in the Administration Building. These new quarters provide six offices off the Auditorium Stage area, a scene shop under the stage, and separate office and lab space for speech correction work.

Construction was begun in July on the new Stanford Rehabilitation Center, in which the Division of Speech Pathology and Audiology will be housed. The Rehabilitation Center is scheduled for completion by January, 1959. The Center is a unit of the multi-million

dollar Stanford Medical Center being erected on a 56-acre site. Initially the three-story Center will consist of three hospital and four Medical School buildings, all interconnected around open courtyards and patios to form a "garden hospital." There will be twelve and a half acres of floor space in these first buildings.

The University of Michigan Department of Speech has moved into its new quarters in the completely remodeled Ann Arbor High School building. Known now as Frieze Hall, this building is located just west of the Horace H. Rackham building on the University campus. The Department now has two theatres, classrooms, offices, radio studios and television studios in one building.

FORENSICS

The University of California at Los Angeles conducted a Forensics Workshop October 19, for over 900 high school students from 50 schools. The purpose of the workshop was to provide an expert analysis of the 1957-58 high school debate topic, and featured UCLA faculty members from economics and political science. Demonstration debates and individual speech events were part of the program.

Northwestern University will hold its annual Invitational Debate Tournament on February 7 and 8. Russel Windes, Director of Forensics, Frank Nelson and Arthur Hastings, are in charge. Trophies and entertainment are being provided by the Owen Coon Foundation, which also sponsors the Hardy Scholarship awards for outstanding debaters.

The sixth annual discussion conference for high schools was held at the University of Florida on November 23. The conference was sponsored by the Department of Speech and the General Extension Division. Three rounds of discussion by high school students were preceded by a demonstration discussion by a panel of university students and followed by a critique by a panel of faculty critics. Thirty high schools participated.

Northwestern University School of Speech sponsored its annual Discussion and Debate Clinic for High Schools on October 19. Over 300 students and coaches attended the sessions under the direction of Russel Windes, Director of Forensics. Featured speakers included Karl F. Robinson, Director of the National High

School Institute in Speech; Marcella Oberle, Instructor in Speech Education; and Glen Mills, Assistant Dean, who gave the critique of the demonstration debate provided by varsity debaters.

The University of Illinois Department of Speech and the Illini Forensic Association sponsored its annual High School Debaters Workshop on Saturday, October 26, in Urbana. The program included an analysis by Professor Norman Graebner, of the University of Illinois History Department, a demonstration debate by University debaters, and discussion groups.

The Forensics Staff for 1957 consists of Wayne Brockriede, supervisor, and four assistants: Erwin Bettinghaus, William Carmack, Leslie Rude, and Ronald Werner. Mr. Werner serves as moderator of the Illini Student Forum, a weekly radio discussion program.

The Chicago Undergraduate Division, University of Illinois, is sponsoring four forensic events during this academic year. At the high school level the First Annual Debate Tournament for Parochial Schools was scheduled for November 9 and the Seventh Annual Public School Debate Tournament will be held on January 4. The Tenth Annual Freshman-Sophomore Debate event on December expected a record entry of more than forty-nine units and almost two hundred debaters from nine states. The Seventh Annual National Contest in Public Discussion, which is carried on by tape recording, is now in progress. The University of Texas is the defending champion. The University of Virginia and Notre Dame University were second and third respectively last year.

Purdue University's Department of Speech sponsored its Twenty-Fifth Annual High School Debaters' Conference and Student Legislative Assembly on December 6 and 7. More than 1200 high school students and teachers from about one hundred Indiana high schools participated in debate activities and clinics, an extemporaneous speaking contest, and a two-day tricameral legislative assembly. The conference, the recipient of three Freedom Foundation awards, was founded in 1930 and has convened annually except for a three-year lapse during World War II.

The Purdue University Forensic Union was host to the Seventeenth Annual Tau Kappa Alpha Midwest Regional Conference on November 1 and 2. On November 21-23, the

Union held its Tenth Annual Invitational Forensic Conference which was attended by about 20 colleges and universities.

Michigan State University students are at work on a weekly TV show, *Controversy*. Every week MSU debaters meet students from high schools and colleges on various current topics. Wayne, Central Michigan, Eastern Michigan, Western Michigan, Holt High School and Mid-leville High School have already taken part.

The MSU discussion squad participated in the Alabama Discussion Conference in early November. Later they will go to Bradley, University of Iowa, and Northwestern. The Michigan Intrastate Speech League has begun an experimental home and home debate series before audiences, in which MSU is participating.

In recognition of outstanding work in vital phases of discussion, the Albion College Speech Department was awarded a Freedom Foundation Award by the president of the Foundation, Mr. Kenneth Wells. The discussion tradition at Albion continued this past November when the college held a discussion conference on "right-to-work laws." Charles Hampton, debate coach, was in general charge. In October the department sponsored a High School Debate Clinic on the current debate question.

The University of Kansas City and Rockhurst (Kansas City) High School co-sponsored an invitational high school forensics tournament in October. KCU debaters also attended the Kansas State Novice Tournament on November 9 and the Southwestern College Tourney at Winfield, Kansas, on December 13 and 14.

The North Dakota State High School Activities Association is sponsoring Discussion Festivals, November 16, at the University of North Dakota, Minot State Teachers College, Dickinson High School, and Jamestown College. This is the third year for this activity in the state. The general topic for this year is "What Should Be the Nature of United States Foreign Aid?"

The Sixteenth Annual Buckeye Debate Tournament is scheduled for February 8 at Kent State University. Perennially the largest intercollegiate debate event in Ohio, it is under the direction of Dr. James N. Holm, director of forensics.

The Student Speakers' Bureau of Kent State will begin its second year of sponsoring the

Panel of Americans, under the direction of Professor Michael Dubetz. Marian Hargrave, associate director of the national council, was a visitor on the Kent campus in October.

Twenty-seven students at South Dakota State College are working in forensics this year under the direction of Dr. Don Sikkink and graduate assistants Carol Hammer and George Reilly. The second annual South Dakota State College High School Tournament was held on December 13-14. Events included debate, discussion, and extempore speaking, and a workshop session on this year's high school topic.

The tenth Annual Maine High School Debate Tournament under the direction of Wofford G. Gardner will be held at the University of Maine February 14-15, 1958. Last year 72 teams from 20 schools participated; the tournament is open to all high schools of New England.

A clinic for spring forensic contests in high schools will be held at Wayne State University on January 10, and a one-act play festival for high schools is also being planned.

Debaters from Milwaukee Marquette and Racine St. Catherine's are defending champions for the Wisconsin High School Forensic Assn. state debate title. The 1957-58 tournament will be held in Madison, February 21-22.

April 12 is the date set for the state spring speech contest, also scheduled for Madison. Over 1,000 students, recipients of "A" ratings in two previous eliminations, will be participating in extemp speaking and reading, original and non-original oratory, interpretative reading, declamations and play-reading. The play-reading event and a tape-recorded radio program contest represent two new events in the Wisconsin Association's program for 1957-58. The former consists of 15-minute cuttings, presented by casts of 2-5 persons. The latter is the first venture into the radio field in Wisconsin speech contests. A prescribed theme will be used each year, and "American Education Week" has been chosen this year.

IN THE CLINICS

The thirteenth annual Summer Residential Center was held on the Urbana Campus of the University of Illinois, June 23 to August 2. It is sponsored by the Illinois Division of Services for Crippled Children, by the U. of I.

Summer Session, and by the Department of Speech. L. W. Olson was coordinator. E. Thayer Curry, James C. Kelly, and Frances Johnson, with eighteen graduate students served as faculty.

Purdue University's Speech and Hearing Clinic has been awarded a special research contract by the U. S. Office of Education to evaluate and develop therapy techniques modeled after Dr. O. H. Mowrer's autistic theory of language development. This research is being conducted by Dr. M. D. Steer and Dr. T. D. Hanley at the Fort Wayne State School for the Mentally Retarded.

Michigan State University is beginning a study of methods and techniques of speech improvement for the use of classroom teachers, under the direction of Dr. Elsie Edwards. Dr. Charles Pedrey is beginning a study of language development of children in the first, second, and third grades.

A speech clinic has been organized in Hillier College of the University of Hartford which provide remedial help for speech problems. Homer Scott is in charge of the clinic, and John Balmer is chairman of the Speech Department at the university.

Dr. Robert F. Pierce conducted the Sixth Annual Speech and Hearing Clinic for Children at the University of Minnesota Duluth Branch during June, July and August, 1957.

The North Dakota Society for Crippled Children and Adults awards scholarships in speech correction to qualified students and also hires therapists for a summer camp program. Applications for either the scholarships or the Camp Grassick therapy positions may be obtained by writing to Mr. William Unti, Executive Director, Easter Seal Society, Jamestown, North Dakota.

Announcement has been made at Stanford University of an award, effective September 1, 1957, by the National Office of Vocational Rehabilitation to the Stanford Division of Speech Pathology and Audiology, recently transferred from the Department of Speech and Drama to the School of Medicine. This award is in the form of a teaching and training grant, and provides a number of traineeships for qualified graduate students. Appointed for these for the 1957-58 year were: Miss Patsy Smith, Stan-

ford, and Miss Patricia Turner, University of Michigan. Applications for traineeships beginning in Spring quarter of 1958 and for the summer quarter of 1958 may be sent immediately to Dr. Virgil Anderson, Director, Division of Speech Pathology and Audiology, Stanford University, Stanford, California.

ON STAGE

Inge's *Bus Stop* was the opening production of the University Theatre at the University of Alabama; it was directed by John Guy Handley and the setting was by Gene A. Wilson.

The Fall section of the twenty-seventh regular subscription season at San Jose State College includes: *Shaw's Man and Superman*; *Hamilton's Angel Street*; *Salacrou's The World Is Round*, translated and directed by James H. Clancy; and a children's theatre production, *Chop Chin and the Golden Dragon*, by Sylvia Cirone, graduate student at San Jose State and winner of the 1956-57 playwriting contest.

Six major plays comprise the Northwestern University Theatre season as announced by Lee Mitchell, Chairman of the Theatre Department: *Waiting for Godot*, *Peer Gynt*, *A New Way to Pay Old Debts*, *The Madwoman of Chaillot*, *The Servant of Two Masters*, and *The House of Bernarda Alba*.

The Children's Theatre of Evanston, Illinois, under the direction of Rita Criste of Northwestern, announces two series of plays for its 33rd season. For pre-school through grade 3, the plays will be *Dumplebum the Scarecrow*, *The Hollow Tree Store*, and *The Happy Lion*. For grades 3 through 8, the offerings include *Tom Sawyer*, *Marco Polo*, and *The Blue Bird*.

The 1957-58 theater program of the University of Illinois Theatre includes: *The Lark* by Jean Anouilh, *Juno and the Paycock* by Sean O'Casey, *The Tragedy of Richard the Third* by William Shakespeare, *The Birds* in Walter Kerr's adaptation of Aristophanes' comedy, and *The Skin of Our Teeth* by Thornton Wilder.

A new University of Illinois extracurricular organization, The Illini Readers, is undertaking various projects in oral interpretation including weekly half-hour radio and television programs over WILL. Martin Cobin is directing the work.

At Southern Illinois University, the Southern Players current playbill includes: *Lady in the Dark*, *She Stoops to Conquer*, *Picnic*, *Playboy of the Western World*, and *Dark of the Moon*. Southern Players will also cooperate with the

Music Department to produce *La Boheme* in May. The fifth annual drama tour is taking place this year, with twenty-six towns of Southern Illinois on the agenda; Darwin Payne is supervising a group of students in the presentation of *Sleeping Beauty* and *She Stoops to Conquer*.

At Evansville College, the bill includes *Ring Round the Moon*, *Arms and the Man*, and the thirty-third annual Christmas production of *Eager Heart*.

At the University of Maryland, productions include: *Hamlet*, *Gentlemen Prefer Blondes*, *The Caine Mutiny Court Martial*, *Gigi*, *The Rainmaker*, *The Tender Trap*, *Tea and Sympathy*, *Teahouse of the August Moon*, *House of Bernarda Alba*.

The schedule for the Michigan State University season includes *Time Limit*, *Hobson's Choice*, *Lysistrata*, *Death of a Salesman*, and two children's productions, *Sleeping Beauty* and *Robin Hood*.

Western Michigan University opened its dramatic season with the musical *Carousel* under the direction of Faber DeChaine.

The University of Minnesota Duluth Branch announces the following playbill: *Desire under the Elms*, *Uncle Vanya*, *The Flowering Peach*, and *Calvaria*, an opera composed by Addison Alspach, UMD professor of music.

The St. Cloud State College Speech Department will present three major productions during the season: *The Teahouse of the August Moon*, *Saint Joan*, and *Oklahoma*.

The University of Kansas City Playhouse opened the season with *The Teahouse of the August Moon*. Other productions planned are *The Lark*, *Der Rosenkavalier*, *The Cherry Orchard*, *Much Ado About Nothing*, and two children's plays, *The Emperor's New Clothes* and *Rip Van Winkle*.

Adelphi College is offering the following playbill: *Summer and Smoke*, *Plough and the Stars*, *Thieves' Carnival*, a program of one-act plays, and student-faculty readings of *Mr. Pickwick* and *The Tinker's Wedding*.

The University Theatre of Kent State University will produce the following plays: *Teahouse of the August Moon*, *Taming of the Shrew*, *Liliom*, *The Bluebird*, *Hedda Gabler*, *Picnic*. The thirteenth annual Drama Clinic for the high schools of northeastern Ohio will be held on the KSU campus Saturday, January 25, with Professor Zuccherio in charge.

The Little Theatre of the College of Wooster

presented, as its first play of the season, *The Chalk Garden*, by Enid Bagnold.

The University Theatre at Oregon will present six plays during the coming year. It opened its season with *Teahouse of the August Moon*. Professor Horace Robinson is the director.

Productions planned for the South Dakota State College season include: *The Tender Trap*, *The Crucible*, an all-college variety show, *Rabbit Rarities*, *Oedipus Rex*, *Oklahoma*, and an evening of one-act plays directed by senior drama students.

The second season of the University Theatre, University of Wisconsin-Milwaukee, will feature *Doctor Knock*, *Aladdin and the Wonderful Lamp*, *The River Line*, *Winterset*, and *The Winter's Tale*.

The 21st season of the Tulane University Theatre features *Dangerous Corner*, *Ghosts*, *The Cradle Song*, and *Twelfth Night*.

The Tulane University Department of Theatre and Speech has announced its sponsorship of *The Tulane Drama Review*, a magazine devoted to the publication of essays in dramatic criticism, studies in the history of theatre and drama, important plays not otherwise readily obtainable, and reviews of scholarly books on the dramatic and theatre arts. It is published three times annually (November, February, and May), and the subscription price is \$3.00 for the year. All subscriptions and manuscripts should be sent to the Department of Theatre and Speech, Tulane University, New Orleans 18, Louisiana.

The University of Michigan Department of Speech playbill lists *Arsenic and Old Lace*, *Desire under the Elms*, *The Masked Ball*, *Playboy of the Western World*, and *Love's Labors Lost*.

A 1957 Avery Hopwood award-winning play, *Reach for a Dream*, was given a rehearsal performance on the University of Michigan campus the last week in October. The play was written by William Hawes, a graduate student in theatre.

Shows planned in the drama division at the University of Portland for the remainder of the year include *The Boyfriend*, *Witness for the Prosecution*, *The Cocktail Party*, and *The Scarecrow*. In addition, the department planned a high school speech and drama festival in oral interpretative reading and acting in December, for some twenty high schools in the Northwest area.

The first production of the Wellesley College Barnswallows was *John Gabriel Borkman*. Paul Barstow is the director; Miss Carrie Clasz, technical director.

Under the auspices of the President's Special International Program for Cultural Presentations, thirteen Wayne State University students, accompanied by Leonard Leone and Mr. and Mrs. Richard D. Spear, will tour India for the U. S. Department of State, February to April, 1958. The group will present in repertoire: *Beyond the Horizon*, *Oedipus Rex*, *Where the Cross Is Made*, *The Precious Young Ladies*, and *Our Town*.

The Mustard and Cheese Dramatics Club of Lehigh University has prepared a program of eleven art and foreign films and three major productions for this year, its 73rd session. Among the films are *Open City*, *One Summer of Happiness*, *Gate of Hell*, *Shoeshine*. The first major play will be *Teahouse of the August Moon* to celebrate International Theatre Month. The Director, H. Barrett Davis, will use more than twenty Oriental students from the campus.

The University of Wisconsin playbill includes: *All's Well That Ends Well*, *Kismet* (original version), *Heartbreak House*, *Sir John in Love* (an opera based on *The Merry Wives of Windsor*), and *The Teahouse of the August Moon*.

At Indiana State Teachers College (Terre Haute), major productions scheduled are *As You Like It*, *The Lady's Not for Burning*, and *See How They Run*. Children's theatre productions include *Dick Whittington*, *Ali Baba*, and *The Mystery of the Ming Tree*.

ON THE AIR

The two Chicago campuses of the University of Illinois are doing a number of interesting educational television shows. The programs in the "Orbit" series were produced by the College of Medicine and dealt respectively with cancer, tuberculosis, rheumatic heart, and preventive medicine.

The University's Chicago Professional Colleges is now producing the pilot film on a projected series of TV films on the brain. Production is in cooperation with WTTW. A grant from the Educational TV and Radio Center is making the pilot film possible. Producer is Al Partridge, and the lecturer is Dr. Eric Oldberg, Head of the Department of Neurology and Neurological Surgery.

Ten colleges and universities in the Chicago area have formed a committee tentatively called

the Educational Broadcasting Council of Chicago. The purpose is to coordinate more effectively the educational radio and TV activities of the members. Al Partridge, University of Illinois, is serving as Chairman of the Steering Committee.

Professor Jack Ellis of the Northwestern University Department of Radio, TV, and Film is offering a non-credit movie-lecture series under the title of "Film Forms." It includes 34 contemporary motion pictures in four categories: entertainment, communication, education, and art.

KCUR-FM, the new 450 watt University of Kansas City station, went on the air October 15, broadcasting at 89.3 on the dial. C. J. Stevens is director of radio and TV, and dean of the Evening Division. Sam Scott is director of the station which broadcasts from 7 to 10:30 p.m., daily except Saturday.

The first regular series of TV programs sponsored by Kent State University was initiated on October 7 over WAKR-TV, Akron. The programs feature a series of weekly non-credit lectures on problems of marriage and the family.

The State System of Higher Education in Oregon is beginning a two-year experiment in inter-institutional teaching by television with the start of this academic year. Courses in chemistry, education and history will be televised simultaneously to students in classrooms on four campuses in the state: Oregon College of Education at Monmouth, Oregon State College at Corvallis, University of Oregon at Eugene, and Willamette University at Salem. The experimentation is made possible by a \$200,000 grant from the Fund for Advancement of Education.

FACULTY ADDITIONS

At the University of Alabama: John Carta Falsa has been appointed instructor and will be in charge of the adult therapy program of the Speech and Hearing Clinic. John Guy Handley has been appointed visiting assistant professor, replacing Marian Gallaway who is on leave to study in New York.

At Northwestern University: New faculty members include Emanuel Kerikas, Instructor in Speech Education; Ann Mullholland, Assistant Professor of Audiology; and George Crepeau, Assistant Professor of Dramatic Production, and 74 graduate assistants.

At the University of Southern California: Dr. Jack W. Warfield, a former dean of the Pasadena Playhouse, has been named assistant professor of telecommunications. He received his doctorate from the University of Utah in 1953.

At the University of Florida: Don Harrison, associate professor in speech therapy, replaces Lester L. Hale, who has been appointed Dean of Men. Gerald Mohrmann has been appointed instructor in public address, and John Kirk, instructor and technical director of the theatre.

At the University of Illinois: Appointments include: Instructor Theodore Clevenger, and 38 graduate assistants.

At the University of Illinois, Chicago Undergraduate Division: Jack Armould has been appointed instructor, and Joseph Wenzel, assistant.

At Northern Illinois University: New staff members include: Dale E. Jeffries and John H. Hess, assistant professors; Caryl A. Turner, James E. Vincent, and Paul K. Goldberg, instructors.

At Evansville College: Paul Grabille has been named associate professor of English and speech, and Sam Smiley, assistant professor of speech and director of the college theatre.

At the University of Maine: New staff members include: Marilyn J. Moog from the University of Minnesota and University of Arkansas, Donald Barton from Penn State University, and James Barushok from Northwestern University.

At University of Hartford: Edgar Kloten, former director of the Fordham University Theatre, has been appointed director of theater at Hillyer College.

At the University of Maryland: New instructors include Malthon M. Anapol, Thomas J. Aylward, Dale E. Wolgamuth, Donald Dew, and William P. Ellis. The following have joined the overseas program: Frank W. C. Johnson, City College of New York (Atlantic); Horace G. Rashkopf, University of Washington, and Richard Harris, University of Indiana (Europe); and James P. Dee (Far East).

At Michigan State University: Walter B. Emery, Visiting Professor in Radio-TV-Film, was formerly with the Joint Council on Education Television. J. Colby Lewis, III, Associate Professor in Radio-TV-Film, came from WTTW-TV, the Chicago educational TV station. A. Nicholas Vardac, Associate Professor in Radio-TV-Film, came from Boston University. Melvin Berghuis, Instructor in Speech, is from Calvin College. Geraldine Bertovick, In-

structor in Rhetoric and Public Address, was previously a MSU graduate assistant. Jack Carter, Director of Debate, is from Louisiana State University. Terry Welden, Instructor, came from University of Pittsburgh. Terry Welles, Instructor in Theatre, has a Master's degree from the University of Illinois.

At Western Michigan University: Four new staff members have been added: Beatrice Hartman, who has taught at Michigan State University since 1950; Radford B. Kuykendall, also formerly at Michigan State University in communications; M. Glen Wilson, Jr., formerly at West Virginia, Duke and Ohio State Universities; and Marvin DeBoer, who was director of forensics at Iowa State College.

At Albion College: Joseph Duckworth has been appointed fulltime to the divisions of public speaking and radio. Richard Powell is the new speech correctionist, replacing Miss Margaret Hatton, now at Augustana College.

At the University of Minnesota Duluth Branch: William Morgan, assistant professor of speech, was formerly head of the department at Carthage College. Pacy Friedman, instructor in speech, is a graduate of UMD and a candidate for graduate degree at the Minneapolis campus of the University; he will assist in the Speech and Hearing Clinic.

At St. Cloud State College: Georgia Dandos, James House, and Robert Marsden are new instructors in the department of speech.

At Jersey City State Teachers College: Ruth G. Arnold has been appointed assistant professor of speech, to develop a department to be designed to train both elementary and secondary school teachers; she was formerly supervisor of speech at the Union City (N. J.) public schools.

At Adelphi College: New staff members include: Earl Harris Nober (Ph.D., Ohio State), assistant professor of speech and hearing; Celia Heller (M.A., New York University), instructor; and Sara Latham Stelzner (M.A., University of Illinois), instructor.

At Syracuse University: Elaine Foster (M.A., Illinois) has been appointed instructor in interpretation.

At Columbia University, Teachers College: New appointments include Fergus G. Currie and William Canfield.

At Minot State Teachers College: Hal Pufall has returned to resume his duties as assistant director of the Speech and Hearing Clinic, after two years of advanced study at Southern California University. Connie Rae Christenson has been added to the speech correction staff.

At John Carroll University: Austin J. Freeley, formerly of Boston University, is associate professor of speech and director of forensics; he will conduct courses in rhetoric and public address.

At Kent State University: New staff members include: Ann E. Palmer, instructor in audiology, and Louis Erdmann, graduate assistant in the Division of Theatre.

At the University of Oregon: Bower Aly has been appointed professor of speech; he will continue his work in rhetoric and in developing the department's graduate program. Clemen Peck has been appointed assistant professor of speech and technical director of the University Theatre.

At Gettysburg College: Jerry L. Jackson has been appointed instructor in speech.

At Slippery Rock State Teachers College: Cecilia Thompson Matson, formerly on the staff of Texas Technological College, has been appointed chairman of the department of speech. Jean Taylor, of San Antonio College, is an associate professor of speech.

At Temple University: New appointments in the Speech and Hearing Center include: Joan I. Haag, instructor; Janina Krantz, instructor; John Borriello, instructor and supervisor of research in the program for mentally retarded children at St. Christopher's Hospital for Children; and Philip Rosenberg, assistant professor of audiology in the Otolaryngology Department. The following have joined the staff of the Department of Speech and Dramatic Arts: John W. Vlandis, instructor and director of debate; Amelia Hoover, instructor and director of women's debate; E. J. Dennis, Jr., instructor and technical director of the University Theatre.

At Wayne State University: The following appointments have been made: John B. Ellery, assistant professor; Edith Morris Dowling, Albert L. Furbay, Joan Hackett, Margaret L. Knapp, Maude Shapiro, George Ziegelmüller, instructors.

At Tulane University: Robert W. Corrigan, formerly with Carleton College has been appointed assistant professor of theatre and speech; Edward Rogge, formerly with the University of Missouri has been appointed assistant professor of speech and supervisor of forensics.

PROMOTIONS

Annabel D. Hagood, University of Alabama, to Associate Professor.

Louise M. Ward, University of Alabama, to Assistant Professor.

Ida Levinson and L. W. Olson, University of Illinois, to Assistant Professor.

Wayne N. Thompson, University of Illinois, Chicago Undergraduate Division, to Professor.

Virgil G. Logan, Evansville College, to Chairman of English Department.

Rudolph E. Pugliese, University of Maryland, to Assistant Professor.

Stuart Chenoweth, David Ralph, and John Walker, Michigan State University, to Associate Professor.

Huber Ellingsworth, David Smith, and Gordon Gray, Michigan State University, to Assistant Professor.

E. A. Kretsinger, University of Oregon, to Associate Professor.

Daniel Ktempel, University of Oregon, to Assistant Professor.

George W. Hendrickson, Newcomb College of Tulane University, to Professor.

Leonard Leone, Wayne State University, to Professor.

George L. Hinds, Wayne State University, to Associate Professor.

PERSONALS

From the University of Alabama: Elizabeth Webster, instructor in speech, has been granted a leave for 1957-58 for advanced graduate work at Columbia University. . . . Ollie Backus, director of the Speech and Hearing Clinic, has returned after a year's leave spent in study and writing.

From the University of Florida: Wayland Maxfield Parrish, who retired last spring, was induced to return for another year to teach interpretation courses.

From the University of Illinois: Martin Cobin is completing an experimental study on the educational impact of a television program series upon students of oral interpretation. . . . Marie Hochmuth and Otto Dieter are taking sabbatical leaves during the second semester and the coming summer. . . . Karl Wallace has resumed his post as Department Head following his sabbatical which ended on September 1. . . . Henry Mueller is chairman of the University of Illinois Film Council for 1957-58.

From the University of Illinois, Chicago Undergraduate Division: In addition to his duties as head of the Speech Clinic at the Division, Matthew L. Rigler has been appointed supervisor of speech activities for the Chicago Reading and Speech Clinic, 22 East Van Buren Street.

From Mount Holyoke College: In April, Dr. Robert West, of Brooklyn College, will present

the 1957-58 Alice Mills Lecture in Speech Rehabilitation. His subject will be "The Diagnosis and Evaluation of the Child delayed in Speech Development." This series is named in honor of Mrs. Alice W. Mills, Emeritus, who was chairman of the Mount Holyoke Department for twenty years.

From the University of Maryland: Lyle V. Mayer has resigned to accept a position as Dean of the Orange County Community College in Middletown, New York.

From Michigan State University: A. William Bluem is on leave for a year to study at USC and UCLA under a fellowship grant in mass media given by the Adult Education Department for speech study in the field of motion picture theory and techniques. . . . David Potter has returned from a one year's leave abroad on a Scandinavian-American fellowship. . . . Gordon Gray has returned from a leave of absence when he served with the Educational Television and Radio Center at Ann Arbor. . . . Leo Martin will serve as consultant for the Southeastern Region of the National Project for Agricultural Communication in Memphis in January.

From the University of Minnesota, Duluth Branch: Bruce Elving, last year's station manager of KUMD, is studying under a graduate assistantship in radio and TV at the State University of Iowa.

From the University of Kansas City: Patricia McIlrath is the new president of the Missouri State Speech Association.

From Teachers College, Columbia University: Jane D. Zimmerman is on leave during the Winter Session.

From Brooklyn College: Elden Elder designed the set for the Broadway production of *Shinbone Alley*, musical fantasy based on Marquis' *Archie and Mehitabel*, starring Eartha Kitt.

From Syracuse University: The Foundation for Economic Education at Irvington-on-the-Hudson, N. Y., awarded a Fellowship in Business to J. Calvin Callaghan this summer. This exchange program enables one hundred professors in American universities to gain a comprehensive picture of all phases of the operations of a business firm through interviews with supervisors and top executives.

From Minot State Teachers College: Lyla Hoffine, director of the Verbal Communication program, and Edna Gilbert, professor of speech, will be on leave during the winter term to study communication and speech programs in other colleges.

From Muskingum College: Dr. and Mrs.

Charles R. Layton, longtime professors of speech at Muskingum, were honored last fall by the 10th annual Ohio Conference for Speech Education. Mrs. Layton retired in June after 43 years at Muskingum; her husband plans to retire next June after 44 years. Dr. Lionel Crocker of Denison University presented a gavel as tribute to these educators whose combined service to Muskingum totals 87 years. Agnes Moorhead and Governor C. William O'Neill were among several well-known personages who sent messages of congratulations.

From Kent State University: James N. Holm received his doctorate from Western Reserve University in June; his dissertation was a rhetorical study of the public speaking of James A. Garfield, 1851-59. . . . Thomas McManus, debate coach, is on leave to do graduate study at Ohio State.

From the University of Oregon: Horace Robinson has returned to his duties as director of the theater after a years leave as visiting professor at UCLA. . . . Norton B. Young received his Ph.D. from Purdue University this past summer.

From Pennsylvania State University: Elton S. Carter began a Human Relations Program for Middle Management in a department of Haller, Raymond and Brown, a research and development company affiliated with California (Topp) Industries, this spring.

From the University of Pittsburgh: Robert Newman has been elected president of the American Forensic Association.

From Slippery Rock State Teachers College: Carl Laughner has been elected president of the Debate Association of Pennsylvania Colleges.

From the University of Portland: The Reverend Robert Beh has resumed his duties in the forensic division after a four-year leave of absence, serving as a chaplain in the Army.

From Wayne State University: Marvin L. Esch has succeeded to the presidency of the Michigan Speech Association, which will hold its annual spring meeting at Ann Arbor on May 9.

From Stanford University: Milton Valentine, on leave from the University of Colorado, is conducting a course dealing with speech and hearing problems associated with cerebral palsy. . . . Eugene Carlson has been appointed Acting Director of the May T. Morrison Center for Rehabilitation in San Francisco, to replace Morris Val Jones, who is on leave. . . . Mary Will has been awarded an internship at Fairmont Hospital in San Leandro. . . . Daryle

Waldron has been appointed research audiologist at the School of Aviation Medicine, Randolph Air Force Base, Texas. . . . Frederick Garbee has been appointed director of the speech and hearing clinic at the University of North Dakota. . . . Earl Owens is teaching courses in speech and hearing at the University of California, Santa Barbara.

Miscellaneous Personal Notes: Lois Forrest of Dickinson, N. D., High School and Mrs. Edwin Loe, Newtown High School have been elected chairman and secretary of the speech section of the North Dakota Education Association. . . . Robert E. Connelly of Kings College and Father Gerard Murphy of St. Peter's College began a two-year term on the executive committee of the Eastern Forensic Association this past June. Other officers are Clayton Schug, Penn State University, president; Audrey M. O'Brien, Fordham School of Education, vice-president; and Abbott C. Greenleaf, U. S. Military Academy, treasurer.

IN MEMORIA

Professor Joseph D. Menchhofer, 63, Assistant Professor of Speech at Michigan State University, died April 4. He had been with MSU almost 30 years, coming there in September, 1927, as an English instructor. He was the author of *Handbook of Speech Criticisms* and of numerous articles.

A native of Coldwater, Ohio, where he was born March 22, 1894, he graduated from Mercer county, Ohio, high school in 1913, and obtained his A.B. degree in 1919 from the University of Michigan. After his graduation, he taught at Concordia College, Moorhead,

Minnesota, in the speech department, from 1919 to 1921, then became speech instructor and professor at St. Olaf College, Northfield, Minnesota, from 1921 to 1926. He was a speech assistant at the University of Michigan during the summers of 1921 and 1922. He served as first vice president of Pi Kappa Delta, national honorary forensic fraternity, from 1922 to 1928.

Surviving are his widow, Mabel P., and a son, Joseph David Menchhofer II, at home.

The following resolution was passed at the annual spring meeting of the New York State Debate Coaches Association:

"Be it resolved that the secretary place on the minutes our appreciation for the contributions to this organization resulting from the constructive leadership of Professor Erwin von Schlichten of Union College who died December 20, 1956.

"Professor von Schlichten was a graduate of Colgate University. He held a Master's degree from Syracuse University, and received his Ph. D. degree from Teachers College of Columbia University in 1956. He was Assistant Professor of Psychology at Union College, Schenectady, New York.

"Professor von Schlichten's constant concern was to have the [Debate Coaches] Association program encompass more than just the Assembly and various debate tournaments. He favored intercollegiate discussion groups, conferences and debates where other than the national debate proposition could be discussed. . . . His concern for improved forensics in New York State will inspire us individually and collectively in the future."

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